REPORT RESUMES

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STUDENT COUNCILS, INVESTIGATION OF THEIR VISUAL AIDS AND UTILIZATION.
BY- PAINE, FRANK R. AND OTHERS
MISSISSIPPI UNIV., UNIVERSITY
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THIS STUDY WAS PRIMARILY CONCERNED WITH AUDIOVISUAL AIDS AND THEIR USE AND POTENTIAL USE TO ENRICH STUDENT COUNCIL WORK. EIGHTEEN SCHOOLS WERE VISITED FOR THE PURPOSE OF OBTAINING INTERVIEWS WITH SPONSORS AND STUDENT COUNCIL MEMBERS. IT WAS GENERALLY FOUND THAT FAVORABLE AND CLEARLY DEFINED OPPORTUNITIES PRESENT THEMSELVES FOR STRENGTHENING THE WORK OF ALL EXISTING STUDENT COUNCILS, AND FOR RAPIDLY EXTENDING THE BENEFITS OF STUDENT COUNCILS INTO THOUSANDS OF NEW SCHOOLS. IN PART, THIS OPPORTUNITY CAN BE MET BY SUPPLYING THE LEADERS OF THE STATE AND NATIONAL ORGANIZATIONS WITH EDUCATIONAL MATERIALS THEY REQUEST--AN ADEQUATE SELECTION OF MODERN FILMS AND FILMSTRIPS OF HIGH QUALITY AND SUPERIOR CONTENT. RECOMMENDATIONS WERE THAT NEW FILMS BE PRODUCED AND THAT THEY BE AIMED AT A HIGHER LEVEL THAN THOSE NOW EXISTING. (LP)

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STUDENT COUNCILS

investigation of

their Visual Aids

and utilization

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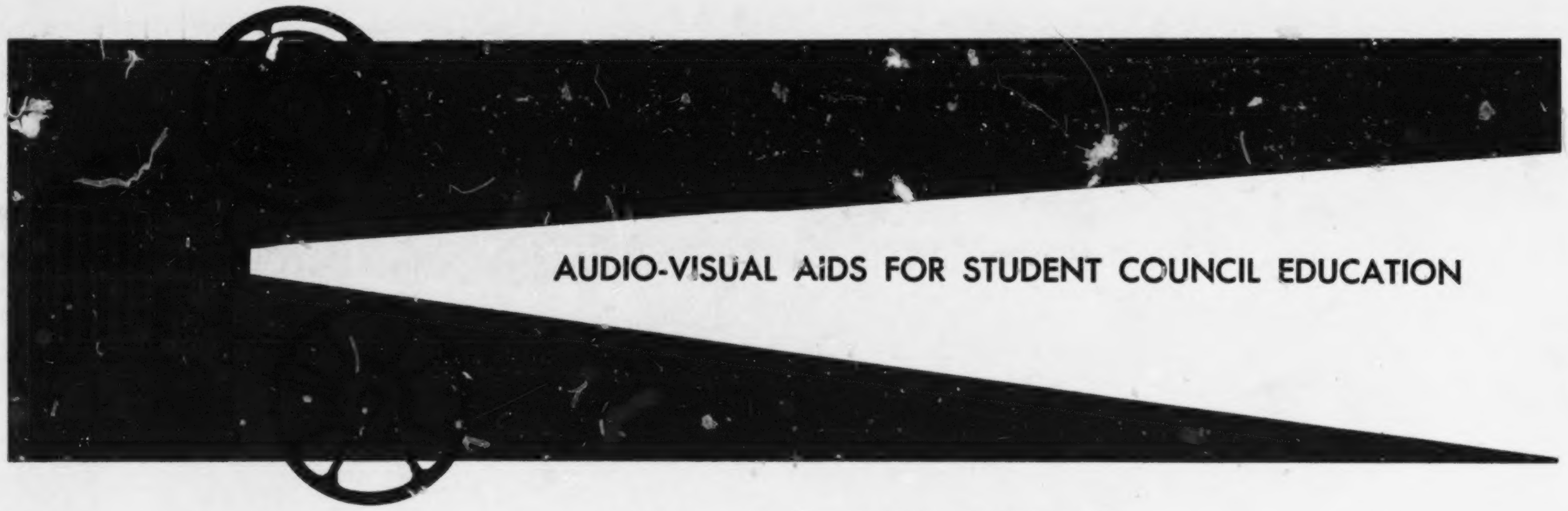

AUDIO-VISUAL AIDS FOR STUDENT COUNCIL EDUCATION

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
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An investigation of audio-visual materials, with evaluations. A survey of their utilization and availability. A catalogue of films and filmstrips in this subject area. Suggestions by educators and student councilors for new films. Proposals for improving distribution. Survey of student council projects and problems as they relate to visual aids. A list of suggested new films relating to student council work.

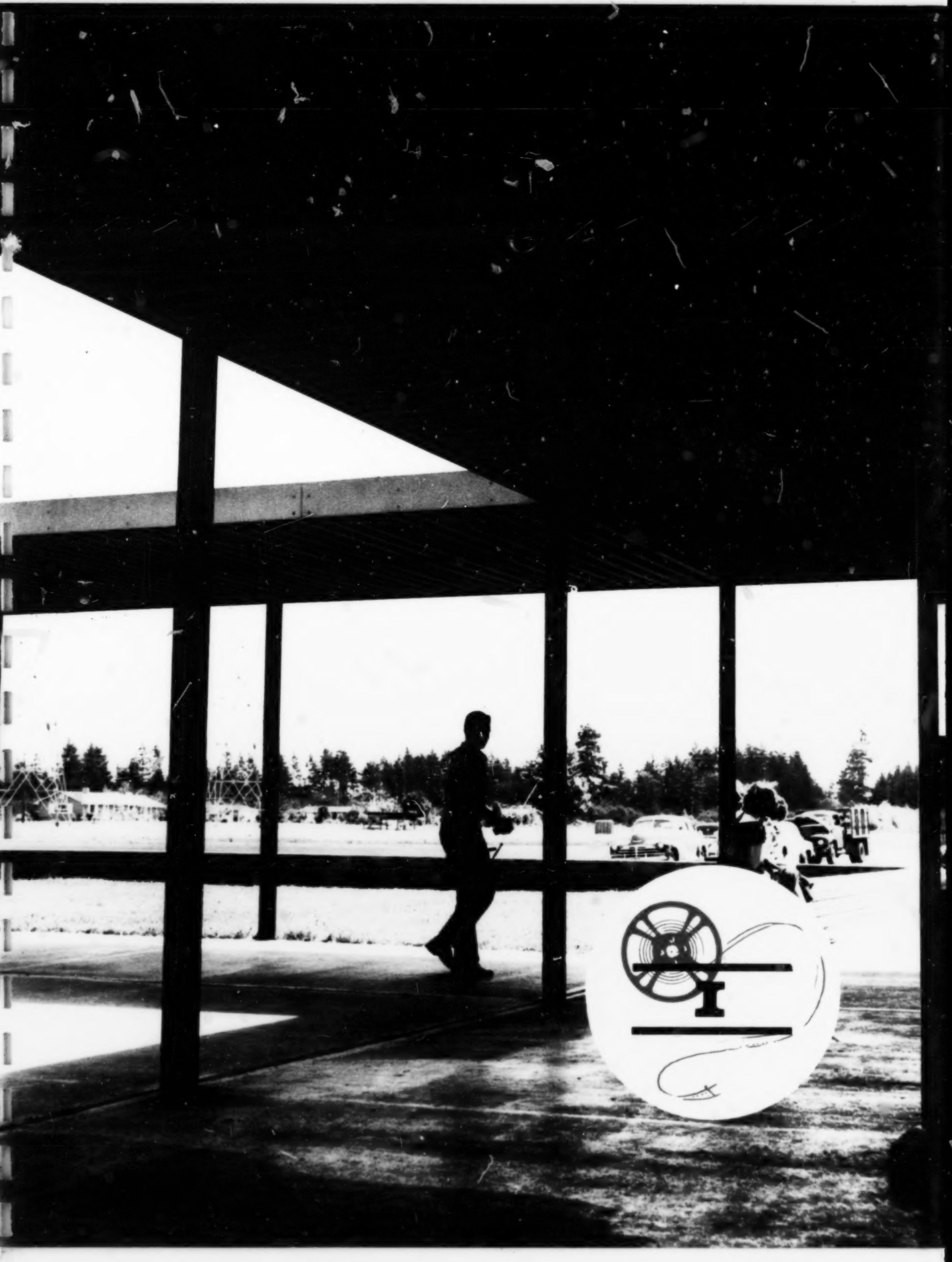
Derived from 102 tape recorded interviews in 18 schools in 11 states with: Principals and Teachers, Student Council Officers, Directors of Audio-Visual Services, State Secretaries of Student Council Associations and other Educators specializing in Student Council Education.

Originated and Conducted for the U. S. Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII of the National Defense Education Act. (Public Law 85-864)

by

The Educational Film Production Department of the University of Mississippi
under University Extension

Principal Investigator:	Frank R. Paine, Director, Educational Film Production
Writer:	Robert Spencer Carr
Associate Interviewer:	Robert Oesterling
Illustrator:	Sally Vaughan
Office Manager:	Rosemary Garner



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GLOSSARY

Student Government—Although generally condemned by adult leaders of student activities as a misleading choice of words, use of this term continues in many quarters. When it occurred in interviews, the editors have let it stand.

Student Council—This term has largely replaced the expression "student government" in recent years. The council is sometimes called "the student congress."

Student Councilor—Often confused with student **counselor.** Usually it means "a student member of a student council, including all student officers," although adult specialists in this field sometimes refer to themselves as "councilors." As used in this report, it always refers to a **student** leader, never to an adult.

Sponsor—The word most generally used in recent years to describe the adult educator who serves as guide or advisor to the student council.

Faculty Advisor—Often used conversationally as a synonym for "sponsor"; but in official usage, a teacher who serves as the special advisor to a student committee, under a council. Sometimes called "faculty consultant." For example, in a typical school, where there are ten standing committees under the student council, there will be ten "faculty advisors" to those committees, but only one "sponsor" of the student council as a whole. In quoting interviews, the editors have let "faculty advisor" or "faculty consultant" stand in whichever sense it was intended by the speaker.

Workshop—An intensive training course for student councilors and sponsors, lasting four or five days, and usually conducted at the state or district level. Metropolitan areas sometimes conduct shorter local workshops. A few schools reported organizing their own "leadership workshops."

Convention—Usually a two or three day meeting held to nominate and elect regional or state officers. Some of the program parallels the educational aspects of the workshop program.

"NASC"—The National Association of Student Councils of the National Association of Secondary School Principals, under the National Education Association, with headquarters in Washington, D. C., at 1201 Sixteenth Street, N.W.

Educator—Used in attributions to identify an educational official who was not a sponsor or a principal, nor connected with any specific school.

State Secretary—The Executive Secretary of the State Association of Student Councils.

Open-End Film—A type of educational motion picture designed to depict one issue in dramatic form, and then to end abruptly without showing any solution to the problem raised. Its purpose is to stimulate discussion..

I OBJECTIVES OF THE INVESTIGATION

Sound scholarship and good citizenship are both essential goals of American schools. These are reciprocal processes. Better student citizenship raises the general level of academic work, while the gifted scholar learns also to become a cooperative citizen of the school community.

The ultimate objective of the present investigation is to add to the knowledge needed for improving citizenship education in U. S. secondary schools.

The secondary level was chosen for two reasons: 1) it has the maximum numbers of students of sufficient age to understand the values involved in preparation for adult citizenship; and 2) the 12th grade is the last exposure the majority of Americans will have to formal education in the humanities.

There are two basic methods of teaching citizenship in the high schools.

The first is familiar to all readers. The principal invites patriotic speakers to address student assemblies. The faculty teaches civics, government, and related subjects as major curricular courses. This method is being used in virtually every secondary school. Nothing can replace it. Yet attention is called to the existence of a problem in the teaching of civics that is slightly different from problems met with in the teaching of science, English, mathematics and other curricular subjects.

This difference lies in the fact that for its lessons to be applied successfully in adult life, the civics lecture and textbook must somehow awaken a sense of personal conviction on the part of the individual youth that the delays, debates, and disappointments of a free, evolving democracy are truly a better way of "getting things done" than are the violent and arbitrary means of problem-solving that he constantly sees, hears, reads about, and sometimes participates in, after school.

Much that the teen-ager learns away from school tends to prove the truth of what his other teachers have told him. He sees for himself the power of modern science, the need for communications skills, and the material rewards of a technical or professional education requiring proficiency in his high school courses.

But where civic virtue is concerned, much that he sees, hears, and reads about appears to compromise the practical value of the ideals his civics teacher extols. Disillusioning adult examples are over-emphasized in the mass media, while good examples of devoted public service too often go unnoticed. At the impressionable age when social opinions are first being structured, the youth is exposed to adult demonstrations of self-seeking materialism, cynicism, and voter apathy. He sees free American institutions abused at home, and ridiculed abroad.

There is, however, a second method of citizenship education that can and does dispel doubts and creates personal convictions in boys and girls as to the superiority of free American institutions and the lasting validity of the democratic process by which they operate.

This second method is less widely used. Of approximately 25,100[1] public high schools in the United States, only around 8,600[2] are using it at all.

Student council education, sometimes referred to as "student government," embodies learning by doing. The students themselves, under faculty supervision, actually participate in the democratic process of self-government. They assist in the solution of real problems of their school community.

The two methods complement and supplement each other ideally. Student government experiences add interest and lend reality to formal classes in government. Civics classes teach values to guide student government actions in the democratic way. All student councils are modeled to some extent upon the government of the United States, based on constitutions inspired by the Constitution of the United States.

The value of student council training lies in its application to the future. After several years of personal experiences in good citizenship practices the graduate has been exposed to sound American values which he can apply to making intelligent choices between the conflicting claims for leadership that he faces in his community, his county, his state, and his nation. He has learned the principles of fair play and freedom that he can apply to membership in a labor union or business group, a farm organization or professional association, a political party or a minority group affiliation.

Although student council education is a valuable tool in the character building of young citizens, only one-third of our schools are using it. Secondly, the values and functions of student councils are often seriously misunderstood by school boards, principals, teachers, students and parents because of a lack of accurate information.

Encouragement and expansion of student council education merits serious attention.

With that general thesis, this study concerns itself with an investigation of those educational techniques loosely grouped under the generic term, "audio-visual aids," and their use and potential use to enrich student council work.

The audio-visual approach was chosen because it presented a number of serious questions to which no one knew the answers, and because the inherently dramatic qualities of government in action make the audio-visual media especially appropriate for this specific educational situation.

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[1] National Association of Student Councils, 1960 Tabulation.

[2] Ibid.

The investigators chose six objectives:

1. To find and list existing audio-visual aids used in student council education.

2. To obtain first-hand evaluations of the visual aids from student leaders, their faculty advisors, and audio-visual specialists.

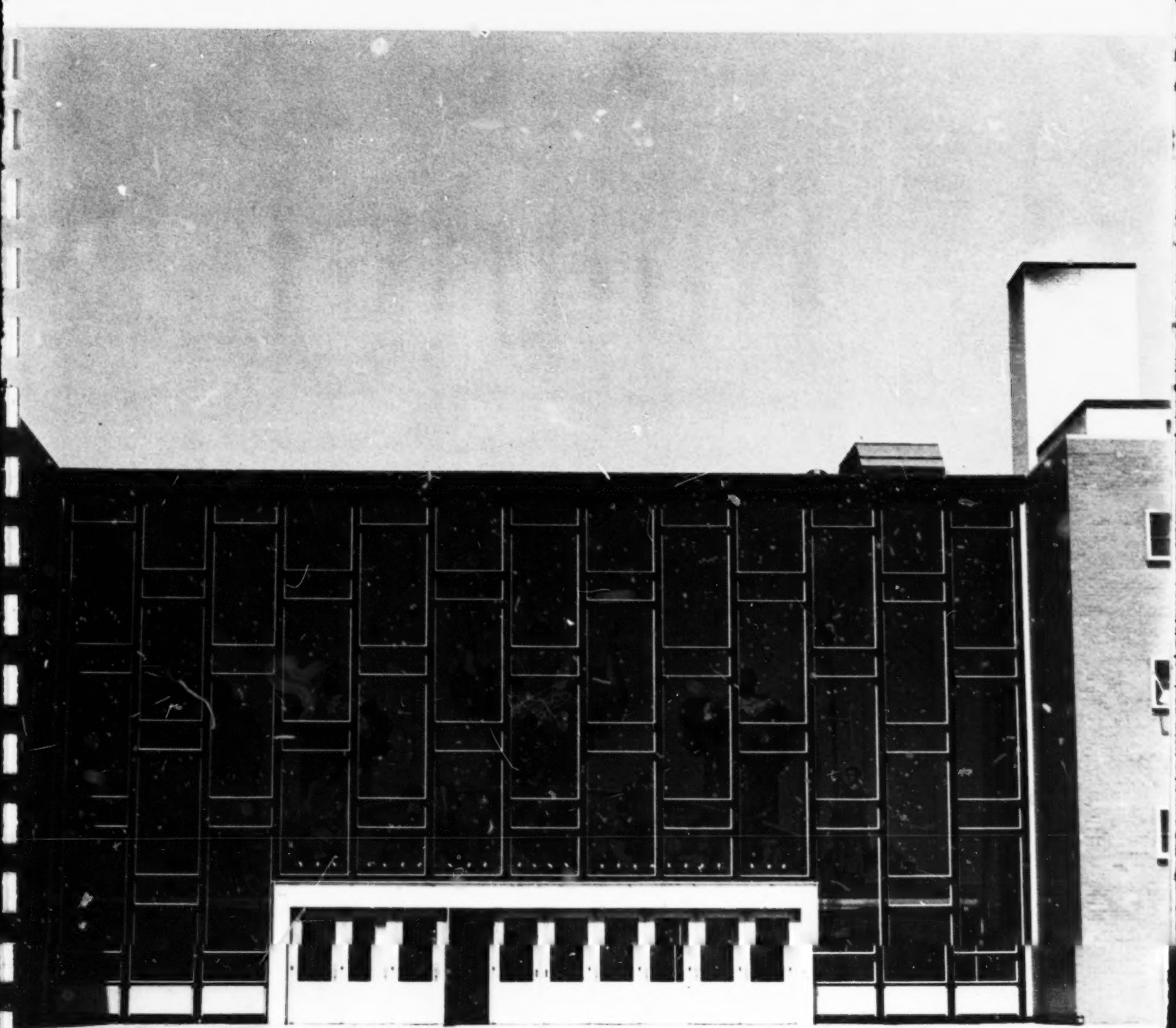
3. To survey the extent to which existing materials are known to educators and are being utilized, and to determine the causes of non-utilization.

4. To gather by interviews with educators and student leaders their suggestions for improving the utilization of existing visual aids, and also to originate such suggestions.

5. To gather by interviews with educators and student leaders their ideas for the production of new visual aids, specifically films and filmstrips, that would be of help in student council work, and also to originate such ideas.

6. To summarize evidence gathered into a series of concrete proposals for action.

However, in addition to treating the stated objectives, the report—because of its many field interview quotations—presents experiences and ideas to be shared with anyone who is interested in student council developments: student, teacher, sponsor, principal, or parent.



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II CRITERIA APPLIED IN SELECTING THE SCHOOLS STUDIED

The high school student council was selected as the primary subject for study, with secondary attention to junior high school councils.

As a first step in selecting councils to be studied, the National Association of Student Councils was contacted. Gerald M. Van Pool, Assistant Secretary for Student Activities of the National Association of Secondary School Principals of the National Education Association was interviewed. He has personally assisted in the organization of many councils and has traveled to all 50 states to work with their state student council leaders. Mr. Van Pool was asked to name, from the records of the NASC, some outstanding councils in each state. A diversity of size and type was requested.

To seek a variety of approaches in the solution of specific problems, the investigators decided the study should extend to a private school, a Negro school, a multi-ethnic school, a wealthy suburban school, a parochial school, a rural school, a very large city school, a school for the gifted—exemplars of American diversity—rather than confine itself to the "average high school."

To this end, a list of approximately 150 schools with outstanding councils was compiled.

Since one important prerequisite of the study was that it be nation wide, the next stop was to divide the country into regions for preliminary planning. The following classification was used:

New England
East Central
Midwest
South
Rocky Mountain
Northwest
West Coast
Southwest

At this stage, visualization was necessary to make a preliminary selection of states fitting the above classification, as well as the schools themselves, and proximity to AV film library centers. A large map of the United States was used. A cross index was maintained as to specific characteristics sought (see Table 1), and to show sizes and types of community desired: Small (10-20,000), medium (around 50,000), medium size city (around 500,000), large city (1,000,000, up), rural, and suburban.

Also, at this point, current copies of the NASC magazine STUDENT LIFE were examined and indexed for examples of student council activities. This examination provided detailed information about specific councils to be used later as part of the selection process.

In the states tentatively picked, map pin-flags showing the town population were placed in each community where there was a school listed as having an outstanding student council. Also, flags were placed in the key AV centers in each selected state. Each AV flag showed the number of film titles for that library, based on information from DIRECTORY OF 3660 16mm FILM LIBRARIES published by the U. S. Department of Health, Education and Welfare, 1958.

With the preliminary selections of approximately 50 schools now designated regionally on the map, the next step was to select a school with a superior council in each of ten states. To do this, further expert advice was solicited. State executive secretaries for state student council associations were contacted by letter in 14 states. Following the letter, the investigator then interviewed the secretary by telephone to discuss each school listed, to get his suggestions for others, and to discuss specific questions about each: ("Has the council carried on many activities?" "Have they demonstrated effective council ideas in state workshops or conventions?" "Do they have an interested, active sponsor?" "Has the council any unique projects or ideas they have carried out?" "How is the school itself regarded in state educational circles?")

With 12 schools now tentatively selected, the investigator made a final investigation of each by contacting the student council sponsor in each school. The investigator interviewed each sponsor by telephone and queried him about his council, using the same set of questions asked the state executive secretary.

This last step resulted in the final selection of the following ten schools:

1. Alamogordo High School, Alamogordo, New Mexico
2. John W. Ligon High School, Raleigh, North Carolina
3. East High School, Denver, Colorado
4. Bronx High School of Science, New York, New York
5. Inglewood High School, Inglewood (Los Angeles), California
6. Evergreen High School, Vancouver, Washington
7. Hibbing High School, Hibbing, Minnesota
8. Central Catholic High School, Canton, Ohio
9. Phillips Academy, Andover, Massachusetts
10. New Trier Township High School, Winnetka, Illinois

Selection of the above schools for study did not in any way imply that they had the "ten best student councils." But the councils in these schools were representative of the many councils which were functioning dynamically during the spring semester of 1960.

From the scores of other high schools that met the main criteria, one was then selected for a pilot survey:

11. Helena High School, Helena, Arkansas

The trial survey was successful and complete. The data obtained has been used in the research on the same basis as that of the first ten schools.

It was further decided to survey several outstanding junior high school student councils wherever these could be found along the main itinerary routes. This decision led to visiting:

12. Evergreen Junior High School, Vancouver, Washington
13. Merrill Junior High School, Denver Colorado
14. Lincoln Junior High School, Hibbing, Minnesota
15. Alamogordo Junior High School, Alamogordo, New Mexico

(Only the council sponsors were interviewed at the four junior high schools, but the information that they gave proved to be a valuable addition to the investigation.)

In addition to the foregoing 15 schools, three more senior high schools of special interest were found by the investigators after arrival in their localities, and were added to the survey. The last three were:

16. Valley High School, Albuquerque, New Mexico
17. Whitehall-Yearling High School, Columbus, Ohio
18. Stevenson High School, Stevenson, Washington

In considering the qualitative factors, it should be borne in mind that interviews with sponsors, principals, and student councilors in the 18 selected schools supplied about one-half of the raw material for the investigation as a whole. Also interviewed were executive secretaries of state student council associations; educational officials at the city, county and state levels; audio-visual directors at all levels; independent audio-visual specialists; educators in charge of, or attending, state conferences and workshops.

TABLE 1
FACTORS CONSIDERED IN SELECTING SCHOOLS

CITY AND STATE	NAME OF SCHOOL	ENROLLMENT	CITY POPULATION	NEAREST AV LIBRARIES	NUMBER OF TITLES	STATE SECRETARY AT	DISTINGUISHING CHARACTERISTICS
Alamogordo, New Mexico	Alamogordo H. S.	1200	25,000	Eastern N. M. U.	1700	Portales	Boom town. Military transients. Spanish-Americans. Germans.
Raleigh, N. C.	John W. Ligon H. S.	1700	100,000	Raleigh P. S. U. of N. C.	100 1500	Raleigh	Negro H. S. Outstanding council.
Denver, Colorado	East H. S.	3100	530,000	Denver Public Schools	4000	Denver	Superior AV system, large city, many active councils.
New York, N. Y.	Bronx H. S. of Science	2500	8,000,000	New York	over 4000	Penn Yan	Superior students. Special curriculum. Metropolis.
Inglewood, L. A. County, California	Inglewood H. S.	1850	65,000	County of L. A.	2800	Los Angeles	Industrial suburb. Old school. Superior AV system.
Vancouver, Washington	Evergreen H. S.	800	rural community	Wash. U. Wash. State Oregon System	2500 2500 3100	Stevenson	Students from farm families. Centralized rural school. Rather isolated. Homogeneous.
Hibbing, Minnesota	Hibbing H. S.	1700	19,000	Hibbing Schools U. of Minn. U. of Indiana U. of Illinois	500 8000 6000 6000	St. Cloud	Mining town. 27 nationalities. Famous council. School noted for high standards.
Canton, Ohio	Central Catholic H. S.	1600	120,000	Ohio State U.	over 4000	Kent	Parochial school, serving large area. Much diversity. Boys and girls taught separately.
Andover, Mass.	Phillips Academy	800	8,500	Boston U.	2000	Webster	Distinguished private boarding school for boys. New England.
Winnetka, Illinois	New Trier Township H. S.	3740	13,400	own U. of Illinois U. of Michigan	200 6000 3700	Western Springs	High-income suburb of Chicago. Very large high school.

III

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III PHYSICAL SCOPE OF THE INQUIRY

The combined enrollment of the 18 schools studied was 24,935.

The combined enrollments served by the AV agencies studied would total over three hundred thousand students.

Major educational film producing firms were contacted by letters.

From two to six educators were interviewed at length in each of the 11 states. Twenty-four were sponsors or co-sponsors of student councils, or their equivalents (faculty advisor, moderator, etc.). Six of the 24 were serving simultaneously as principals or assistant principals. (This fact is noted in attributions.)

The remaining 18 were teachers of a wide variety of subjects, by no means predominantly in the social sciences. Sponsors' curricular specialties included every major academic subject.

Three adult interviewees were officials concerned with student council education at the city, state, or national levels. Three others were principals who were not council sponsors.

The total number of adults interviewed was 49.

From four to seven students were interviewed in 11 senior high schools. In every case, the council president and at least two other officers were interviewed. About 90% of the student councilors were in the 11th or 12th grades, and were 16, 17 or 18 years of age. Two were foreign exchange students. Presidents of freshman classes were interviewed in a few cases. Total number of students interviewed was 53.

The investigators attended state conventions held in New Mexico and Ohio, and the 1960 National Conference of Student Councils held in Janesville, Wisconsin, June 19-23.

The study required 12 months from inception to completion. The transcribed tape recordings totalled over 1200 typewritten pages, plus field reports written by the interviewers and correspondence with film suppliers.

The 18 schools studied drew heavily upon the largest university film libraries and major commercial rental agencies, as well as from their own school systems. They had available to them nearly every educational film in circulation.

The complete question lists used in the interviews are reproduced in Section V.

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IV METHODOLOGY OF THE INVESTIGATION

The names of the 18 schools studied are listed in Section II.

In the interviews reported, a few individuals are quoted by name and specific cases are cited; but in general the research findings are not attributed to individuals by name.

However, each interviewee is identified by status (student, teacher, sponsor, etc.), and by region (North, South, East, or West).

In developing the interview question guide, a series of test interviews with six educators in Florida and Mississippi formed the basis for the revision and expansion of the original question lists.

The second versions of the question lists were tried out in an Arkansas school in a full-scale study. Results were satisfactory and the data are incorporated. After staff analysis of the tape recorded interviews, the question lists underwest further refinement in wording and sequence.

The third versions of the question lists, reproduced in full in the next section, were then adopted for standard use in the interviews. Student leaders were asked the same questions, but adults were asked varied question patterns adopted to their status, e.g., sponsor, AV director, or state secretary. Principals and state officials were given special interviews adapted by the interviewer to each individual situation.

The student council members to be interviewed in each school were chosen by the sponsor in every case but one. (In one school the sponsor asked the student president to set up the interviews as he saw fit.) In no case was there any indication of tendentious choice except to avoid inactive councilors who had little to communicate. Sponsors always selected the president, and frequently the vice-president, secretary, or treasurer, plus one or more outstanding councilors, usually the heads of major committees. Students interviewees were about 60% boys and 40% girls.

Each student interviewed was cautioned not to discuss the questions with other students scheduled for interviews. There was no evidence that any student did so.

Rehearsed response among adult interviewees could not have occurred in most cases. Few adult interviewees had advance knowledge of the identity of even one other adult interviewee.

All student interviews and about 95% of the adult interviews were tape recorded. In a few minor cases, when educators had to be interviewed under circumstances which made recording impossible, written notes were taken.

After finishing the last interview in each city, the interviewer dictated observations which are referred to as "Notes and comments" describing specific circumstances that might not be readily apparent from auditing the interviews.

Every tape recording was then transcribed verbatim into typewritten copy. The transcripts then formed the basis for this report.

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V QUESTIONS ASKED EACH CATEGORY OF INTERVIEWEE

QUESTIONS FOR STATE EXECUTIVE SECRETARIES

1. What is your name?
2. What is your school and town?
3. What is your title?
    a. How long have you been (title)?
4. What sort of state meetings does your organization hold?
    a. When and where are they held?
    b. How long do they last?
    c. About how many delegates attend?
    d. How are the sessions held?

       (Always one large group or broken up into smaller groups . . . if broken up what is the size of these groups?)
5. Is it easy to show films or filmstrips at these meetings?
6. Do you use any films or filmstrips or slides in connection with these meetings?
    a. What are they?
    b. Do you know who produced them?
    c. How do you use them?
    d. Are they effective in your opinion?
7. Do you use any other audio-visual aids such as records or tape recordings?
   Did you use any charts or display boards, or posters, or photograph displays?
    a. What are they?
    b. Who produced them?
    c. How do you use them?
    d. What is your opinion of them?
8. Do you use any of these aids for your own council?
9. Have you seen or heard of any other films or filmstrips in the student council area?
    a. What were they?
    b. What was your opinion of them?
10. Is there a particular area in which you feel a film or other visual aid would be helpful in your student council work? (Orientation? Activities? How a council is organized?)
    a. How would you utilize it? (At meetings or around state or both?)
11. Is there anything else we haven't covered that you would like to add?
12. Do you publish any sort of program for use at your state meetings?
    a. If so, may I have a copy?

QUESTIONS FOR AUDIO-VISUAL DIRECTORS

1. What is the name of this film library?
2. What is your name?
3. What is your title?
4. How long have you been an audio-visual director?
    a. What other duties do you perform?
5. What area or groups does your library serve?
6. How many motion pictures do you have in your library?
7. How many filmstrips do you have in your library?
8. Do you handle other types of audio-visual materials such as tape recordings, photographs, etc.?
9. What are the steps for acquiring new materials for the library?
10. Do you have any films or filmstrips that relate in any way to student council work.
    a. What are they?
    b. Who produced them?
11. (If none, why? Lack of requests from teachers? Rejection of films by acceptance committee? Lack of funds? Not informed that such films exist?
    a. Have you had requests for films on student councils?
    b. Have you checked any sources of films or filmstrips in this subject area?)
12. If you have such films or filmstrips how much are they used? May I see the booking records for them?
    a. Who uses them? Student councils, clubs, English classes, or _______________?
    b. What is the evaluation of these films or filmstrips?
13. Have you had requests for visual aids in the field which you cannot supply?
14. Do you think new films in the area of student councils would be of value?
15. Would you acquire them for your library?
16. Would the people your center serves use them?
17. What specific subjects do you think new films in this area should deal with? (Council orientation? How a council operates? Examples of council activities?)
18. What length films would be most desirable?
19. What sale price would best fit your budget?

20. Talking about films in general outside of student council work, in what subject areas do you feel there is a need for new or better films to fill teachers' requests you cannot fill now?
21. Anything else you would care to add to this interview?
22. Do you publish a catalogue and may I have a copy?

QUESTIONS FOR STUDENT COUNCIL LEADERS

1. What is your name?
2. What year are you in school?
3. What office do you hold?
4. How long have you been on the council?
5. Are you an officer in any other organizations in the school or outside? What are they?
6. Have you ever had any training to be an officer?
7. How are officers elected to the council?
    a. Did you seek the nomination—or did someone nominate you?
    b. Did you conduct your own campaign or did you have a campaign manager and helpers?
    c. Did you use posters in the campaign? (Are there any left that I may have?)
    d. Did you use P. A. system announcements?
    e. How are the elections conducted?
8. Is the student body here interested in the council?
9. Your council has been selected as outstanding—why is it? Individual efforts of student leaders? Interested student body (or is it interested)? Background of community activity?
10. Could you give me some example of projects or problems the council has worked with recently?
11. What would you say was your most outstanding or successful project in recent years?
12. What projects you are now doing would you like to see developed more fully?
13. Does the council work with any adult organizations outside the school?
14. Does this state have a student council convention?
    a. Are you sending a delegate?
    b. Do you have workshops?
    c. Do your students attend these?
    d. Do any students go to the National Conference?
15. Would you like to see your student council changed in any way? (change the number of members, change how you elect officers?)
16. Are there any major problems facing the council now?
17. If you've attended conventions or workshops have you seen any movies there? Filmstrips or slides? Did they use any records or tapes? Were charts or display boards or posters or still photograph displays used there? What were they about? Any titles you remember? What did you get out of them?
18. Have any of these things been used by your student council? What are they?
19. Was there any discussion before or after?
20. How did you like any of the movies or filmstrips you have seen? What did you get out of them?
21. Do you see any movies or filmstrips in your classes? Any that have anything to do with leadership or student council work?
22. Have you or other council members ever asked your advisor to see any movies or filmstrips about student council work?
23. Is there anything you'd like to see? (Orientation of the council? Other councils' activities? Something about the National Association?)
24. Are there any publications on student council work that you've found helpful? What are they?
25. When you're older do you think you would like to be active in civic affairs in your community such as serving on the school board or working on city improvement committees or running for mayor?
26. Is there anything you would like to add that we haven't talked about?

QUESTIONS FOR STUDENT COUNCIL SPONSORS

1. What is your name?
2. What is your title?
3. Have you had any formal training for student council work?
4. How long have you been a student council sponsor?
5. What is the enrollment here?
6. What grades does the high school have?
7. Are there any minority groups in your student body?
    a. Are there any racial minorities? Percentage of student body?
    b. Is there a large group from any specific economic area?
    c. Is there any unique characteristic about your school which should be pointed out?
8. Would you tell me how your student council is organized and how it works?
    a. How many members and how are they selected?

   b. How many girls in the student council?
   c. How often does it meet and for how long?
   d. How much authority does it have?
   e. Are your student council members ever given any enforcement duties such as hall monitor or traffic control?
   f. Are they given any judicial function?
   g. Do they have a student court or trials?

9. How long have you had this present form of student council?
10. Did you pattern your council organization after another student council or did it develop within your own school?
11. When and how are elections held?
12. What percentage of the students vote?
13. What are the attitudes of any minority groups toward student council activities?
14. Do students use posters in their election campaigns?
15. Your council has been selected as outstanding—why is it? Individual efforts of student leaders? Interested student body (or is it interested)? Background of community activity?
16. Could you give me some example of projects or problems the council has worked with recently?
17. What is the most important or successful project the council has developed?
18. What student council activities would you like to see developed more fully?
19. Does the council work with any adult organizations outside the school?
20. Does this state have a student council convention?
    a. Are you sending a delegate?
    b. Do you have workshops?
    c. Do your students attend these?
    d. Do any students go to the National Conference?
21. Are audio-visual aids ever used at the state convention or workshop—by audio-visual aids I mean movies, filmstrips or slides, records or tapes, charts, display boards, posters and still photo displays?
22. Have you used any movies or filmstrips for your council?
23. How did you like them?
24. Did you use a preparatory talk before the showing? Was there a discussion afterward?
25. Where did you hear of them?
26. Where did you obtain them?
27. Do you know of any other movies or filmstrips in this field? Have you previewed them? If you rejected them, why?
28. Have you used audio-visual aids other than films—charts, posters, flannel boards, recordings and the like? How were they obtained?
29. Have you ever used playlets or skits for the council?
30. Did you teach the student council members parliamentary procedure? Did they enact procedures in the course of instruction?
31. If you haven't used visual aids what was the reason? Have you ever requested films? Are they available from your film sources?
32. Would you use films if they were available?
33. Do you use movies or filmstrips in your teaching or other school work?
34. Would you like to see any new audio-visual aids made for your student council work? (film, filmstrip, tape recording).
    a. What subjects would you like to see covered? (Training student leaders? Orient new councils? How the council is organized? Other councils' projects?)
    b. In terms of your council's available time, how long should they be?
35. Do you (or would you) have sufficient time to show films to the council? Is it easy to set up a showing in the meeting room?
36. Do you have access to educational or closed circuit television?
37. Anything you'd like to add to this interview?
38. Do you publish a student handbook?
    a. If so, may I have a copy?

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VI SUBJECTIVE FACTORS AFFECTING THE INTERVIEWS

The investigators were warmly welcomed and given the most sincere cooperation by educators and students in every school visited. The exceptionally favorable subjective factors were due in part to the pre-planning for interviews, and in part to the fact that the investigation itself was pleasurable to its subjects. Most students and educators spoke with eagerness and pride. The few minimum-yield interviews were at least willing and courteous, limited by the subject's lack of knowledge rather that any negative attitude. There were no involuntary interviews and no hostile subjects.

The use of the tape recorder impressed and pleased nearly all subjects, causing them to speak with more clarity and forethought than in ordinary conversation. A few of the younger students were slightly self-conscious at first about speaking into the microphone, but this soon wore off and they began to enjoy the experience.

The fact that every word was being recorded caused enthusiastic subjects to speak at greater length than anyone would, or could, speak for the record during a pencil-note interview. The data yield was higher than would have been possible by other methods.

All interviewees were given a preliminary orientation talk or "warm-up" session.

Occasionally an adult interviewee would ask that the tape recorder be inactivated so that he might speak off the record. At such intervals, no notes were taken. No student interviewees ever asked to speak off the record. On the contrary, they wanted to speak for the record. No tape recording was ever made without the full knowledge and consent of the interviewee, with the recorder in plain view.

All student interviews and about 95% of the adult interviews were conducted in private. In a few cases, where educators were interviewed in their offices, a secretary or colleague was present, and was sometimes consulted by the interviewee on specific points. When a student council had two sponsors, they were, without exception, interviewed separately.

The relaxed, informal atmosphere caused subjects to make many digressions into topics not related to the objectives of the investigation. Interviewers made no attempt to curb or cut off these symptoms of spontaneity as they led to heightened candor and articulateness in answering the prescribed questions.

The following quotes highlight some subjective factors in the interview situations:

> "We are very thrilled to have you-all come to our school and interview me and some of the others. I was really surprised that the principal would let you come and interview us. He is sort of hard on us at times."
>
> **—Student Councilor, South.**

> "Since I am not going to be quoted directly, I don't mind telling you . . ." (This comment frequently occurred in adult interviews, but only twice in student interviews).

> "We are not giving you the book approach because then we'd be wasting your time. I'm sure the kids gave you a fresh approach. They will treat a newcomer one way, a person whom they don't know. They may let their guard down much more to you than to me, and more to me than to their own mother. But they feel, 'I may never see this person again and this is anonymous and I like to talk,' and you get some wonderful results."
>
> **—Sponsor, East.**

> "It may not be apparent on the printed page, but in person all the Negro student interviewees exhibited a definite, unhesitant manner toward their professional betterment, toward becoming teachers, scientists, and the like. I observed that they had in every case a mature and strong attitude toward the subject of leadership. They felt that they were leaders already, that they would be called upon for more leadership in adult life, and they must therefore of necessity go to college and take graduate studies. In their personal conduct they showed a strong sense of responsibility toward the student body. The vitality of the student council made itself evident to me in many ways that could not be tape recorded. Perhaps their eagerness to learn leadership now and the seriousness with which they take their student council work arise from their having fewer diversions and stronger community needs. Their student council was not better organized or more active than the best student councils studied in all-white high schools, and had fewer material resources, but there was a qualitative difference in their motivation, a greater depth. They seemed to be determined not only to better themselves, but also to better their people as a whole."
>
> **—Notes and comments.**

One subjective factor noted by the research staff was the energy and devotion demonstrated by the unpaid sponsors and faculty advisors of the student councils. They were in many cases full-time teachers of curricular subjects, and in six cases, were principals or assistant principals, carrying their sponsorship as an extra-curricular assignment. The sacrifices of time, and often of personal funds, that these sponsors make to develop outstanding student leaders and teach democracy cannot be overlooked.

The length of most sponsor interviews was due to the fact that they seemed to feel that the present investigation was their first opportunity to present their case, and they were eager to make the most of the opportunity.

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VII DISCUSSIONS OF MAJOR CONCEPTS INVOLVED IN STUDENT COUNCIL WORK

Introduction

To evaluate the visual aids on any given subject, and to plan the production of new visual aids, it is first necessary to discuss the major concepts involved in the subject.

In the case of student council education, the subject is as many-sided as government itself. Its separate value as an independent subject requires clarification. Its limitations are controversial. Its major problems are numerous, yet many schools have solved them. Visual aids must touch with knowledge and tact on each of these aspects if they are to be effective and acceptable to the nation's schools.

The research staff has made no attempt to write its own discussion. Instead, the investigators interviewed educators of many years' experience in student council work and talked with student leaders. These interviews yielded quotations that illumine the subject from all sides more clearly than any textual summary could do.

STUDENT COUNCIL EDUCATION

"The first thing we all have to be aware of is that student council education has a long range purpose. It should be an integral part of the public schools. It should not undertake activities that are not a part of the educational program. I think a student council is good for any school. I wouldn't want a high school that didn't offer this opportunity for youngsters, where leadership comes to the front, where youngsters can really show that some day they are going to make their mark, either in their small community, their state, or the nation. I am very hopeful that your research will bring out the good things a student council can do, and bring us more help through films or otherwise, because our great need is for better trained leadership."

—State Secretary, West.

"Our council's main goal is to teach our student body to be citizens. To do this, it is necessary for them to govern themselves, and be made responsible for their actions. That is why our council controls over two-thirds of the school's disciplinary actions: offenses in the lounge, the study hall, lunch hall, or library, and also the parking lot, which we operate. And the students we supervise learn to give our council their respect, pretty much, as a citizen should."

—President of Student Council, North.

"Most of our kids will be followers. They aren't going to set the world on fire with any great leadership. But we try to teach them how to elect good leaders, and in the process of learning this some of them discover the necessity of building themselves up personally to become leaders. That is why we must always be careful to define student council education as a process beneficial to every student, not just a handful of leaders."

Sponsor, North.

"Student government, a misnomer in itself, means the permissive participation by students in areas designated by the principal, as being areas in which young people can express their points of view with the administration and the faculty. Those areas are definitely made clear so that young people do not get into areas they have no business getting into."

—State Secretary, West.

"People hear you say 'student government' and those who are opposed to it have the feeling that the students are going to step in and take over the school. But we don't mean that at all. We mean student participation in school government. We mean there are many areas in which the students can participate along with the faculty and the administration and other areas where they cannot. In that yellow handbook you are holding you will find these areas of student responsibility precisely defined. First, students are challenged to administer the entire extracurricular program in all its implications. Second, students are challenged to administer their own funds. Third, they are asked to cooperate in good stewardship of the school grounds, the lunch room, the study halls, and in community projects. Fourth, they are asked to advise us teachers on procedures even insofar as the classroom is concerned—but only to advise. Thus, you see, while no essential function is actually under student supervision, we make everything the concern of the student councils: the curricular, the extracurricular, and the co-curricular."

—Dr. George W. Castka, Coordinator of Student Activities for the High School Division of the Board of Education, New York City.

"I'm a junior, secretary of the student council. I've been elected to the council in some capacity every year since I was in junior high. From my own experience I can tell you that it teaches citizenship, it teaches all students the way a real democratic government has to work, it creates a lot better relations between faculty and students than the old way, and it's a very uniform way to run a school. I've enjoyed it very much. One of the most important things in the school, besides learning, is the student council experience and activities."

—Student Councilor, West.

"Since I have been elected president I have been indoctrinated with council aims. Our major purpose is to create better relationships between the faculty and the student body so that scholastic work improves. We have that responsibility. Council also serves as a valuable, direct form of teaching students the fundamental principles of American government, the things they'll find in life. I think it's a very good experience."

—Student Body President, West.

"It is wonderful to watch the changes that student government experiences can make in students' attitudes and confidence. Sandra M. was a fluttery girl, terribly unsure of herself, doing badly in her school work. I was secretly wishing she hadn't qualified as a candidate. Well, you were in there just now making your tape recording and saw Sandra presiding like a veteran congresswoman, completely poised, ruling on this and that with firm self-confidence. This transformation was brought about in exactly five months of student council experience. And her school work has improved greatly. That's why we're sold on student government, reaching into every classroom."

—Sponsor, West.

IMPORTANCE TO THE COMMUNITY

"Student council work is probably as important as anything in the world because of its development of good citizenship and leadership. I think many of our graduates will remember the lessons in the democratic process they learned in student council long after their classroom assignments are forgotten."

—State Secretary, North.

"Very often everybody misses the purpose, especially taxpayers who think this a frill and an unnecessary part of education. Yet from the way our students turn out, I think student councils have given them the greatest service they have gotten in their education. It has given them a new perspective on the value of other human beings."

—Sponsor, Junior High School, West.

"The thing that the vast majority of school administrators in this state are more concerned with is teaching our young people to become good citizens. They want science, math, English and other subjects taught, and they see to it that they are taught well; but underlying everything is the big realization that if the young people are ever going to learn to be good citizens they have to be taught right now, while we've got them in high school, because most of them won't go to college, and even those who do will get very little training in citizenship there, practical or theoretical. Yet so often the majority who don't get to college are the ones who become your city commissioners, your school board members, your deacons, union leaders and mayors; and every one of them becomes a potential voter. They also raise larger families than college graduates and are responsible for the home environments of those new citizens. That is why most far-sighted administrators feel that citizenship is really the number one objective of any and all public school programs, and the heart of practical citizenship training is the student council and all its works."

—State Secretary, West.

"Ours is a beautiful suburb and a palatial high school. Our boys and girls look like the American Dream come true. But the plain fact is that only about 15% of them will get to college. About 33% will get to junior college. That leaves over half who are going straight out into jobs or marriage, with no more schooling. We feel very strongly that we are under a heavy obligation to teach them to accept the responsibilities of American citizens and voters. That is why we put such emphasis on involving the whole student body in student government activities."

—Sponsor, West.

"Frankly I have quite an interest in our student congress. It seems like good preparation for anybody who wants to be any kind of U. S. citizen. In your teens, you ought to start having to stand up and express your views. Speaking in student council is darned helpful. It is a good way to make freshmen start to think, to formulate some sort of rational argument before they put forth an idea. This is one concrete thing the student council can do for all its members. Also, it starts you thinking about your school community as a community and this carries over into later life to make persons conscious of their whole community about them."

—President of Student Congress, East.

"The experiences I have gotten from student council and student government will be very helpful to me in later life. Council work definitely should be carried on even though some adults scoff at it, some teachers don't like it and students themselves sometimes scoff at it. But on the whole it's getting stronger, students are learning to like it a lot more, teachers are beginning to realize that it helps them, and parents, too."

—Student Council President, West.

"I wish that everybody could have the opportunities that I have enjoyed in student council work. I feel so much a part of my school because I know what is going on and am doing things to make it better. This is such a rewarding experience. Although I am supposed to be giving my services, actually I am the one who receives so much more than I give."

—Student Councilor, West.

"Student councils are trying to teach youngsters to be good citizens when they get out. The reason we like our election campaigns and voting at our state conventions is because those youngsters have their first experience of standing up before a large audience and saying, 'These are the reasons why I think my candidate would make a good president.' Then the candidate gets up and says, 'If you elect me I will try to do all these things.' It is a good education for taking responsibility back in his home town as mayor or something else. Then the youngsters vote and we have good sportsmanship at the end. Winners don't gloat, which is something you have to learn. Losers don't get angry, very often. The sponsors are more apt to get angry than the students are—like the athletic coach who feels the game more keenly than his team. Our student councilors learn to lose graciously and win humbly."

—Glenn T. Wilson, Commissioner of High School Activities, State of Colorado.

"It's a wonderful idea to see if we can't bring about a better meeting of the minds in this field through a new film series. Dr. James B. Conant, who certainly has become an expert on the American high school, has said that a well-developed student council, with a broad student participation program, is a vital part of every well-run secondary school, and that includes the junior high schools as well as the senior."

—State Secretary, West.

"Student council education is something I personally am very much interested in. I know a number of other people who are. A fundamental need in meeting many of the problems that we confront is to learn how to deal more successfully with value patterns in young people. The persons and actions we admire are terribly decisive in the whole functional outcome pattern of everything we are engaged in. It seems to me that instead of allowing the field to be preempted by images created in the interests of marketing, images created by some of the necessary and proper things which Madison Avenue has to do, that we in education have to enable youngsters to admire the real values of success in the school context; that is, the values underlying the success of the youngsters on the student council, who are really fine people. Let's show why they are fine people. Any presentation though, need not be explicit. It can be implicit, but strongly implicit—enough to get across as influence on wholesome value judgments. These are things we have not really come to grips with in education. These are the things we need more than any other single thing in our educational program—the values student council teaches."

—Dr. Edward Bernard, Director of Audio-Visual Instruction for the City of New York.

LIMITATIONS

"Our student council, like most others, does not monitor the halls or do anything like that. The school administration does those things We feel sure that for us to make corrective measures is a negative approach. To promote juvenile decency is more important for us than trying to police juvenile delinquency."

—Student Council President, South.

"Among the private secondary schools, Y . . . is one where the boys carry much of the disciplinary burden. They make recommendations to the headmaster and he usually follows them. Another private school, W . . . . ., is quite radical; it has looked as if the kids were running the school and the headmaster was not. Here at X . . . . ., we question these methods. We think an adult accumulation of experience and consistency is better for the school than the capricious and changing fortunes of passing generations of students having control. As I said to a boy just the other day, 'There isn't a rule in our book that isn't a product of actual experience.' "

—Educator, East.

"It is an old-fashioned idea that student councils should have a part in governing the student body. Student councils today are getting away from that concept. Years ago they used to enforce discipline, but I don't think it was wise. Student government is the wrong word. I wouldn't want any part of student courts or student judicial authority; for the teacher, that would be like being caught between the devil and the deep blue sea."

—Sponsor, South.

"No student court. The tendency is away from that nowadays. All your national student council conventions say there is no real reason. A boy here had drafted a plan, but we talked him out of it because where a faculty person is involved, students have no jurisdiction. Where students are involved, courts create tensions of all sorts."

—Sponsor, East.

"Our student council is given an amazing amount of authority. In my opinion it requires a lot of confidence and forbearance and patience on the part of the administration. Within particular areas, like the study halls, lunch hall, lounge, and to some extent the library, the students are given a great deal of freedom to operate. We do our own legislating on rules. We inform the superintendent but we have yet to be called to account. Only when we get outside these specific areas, then our legislation takes the form of a letter to the superintendent, suggesting or recommending something. Even then we find it very unusual when the wish of the student council isn't granted."

—Sponsor, North.

STUDENT ATTITUDES TOWARD VOTING

"The thing that bothers me, and I am sure this is a problem in every high school, is that you can't get children to think for themselves. Every election turns into a popularity contest, more or less, and they don't vote as intelligently as they should."

—Sponsor, South.

"I'm the editor of the school paper and I have to know what's really what. The big problem in our student congress is trying to get the student body to elect real leaders—boys who have a mind for administration, who are quick to sense what the students want and how the faculty feels—instead of electing nice guys who are personally liked and popular but have no aptness for office. And that's the same old story everywhere."

—Student Councilor, East.

"We try very hard to keep our student elections from becoming mere popularity contests. We try to eliminate the element of popularity by teaching the student electorate to disregard it in making their nominations and casting their votes. At our state student council workshop we had a special meeting on this problem of 'Glamor Jane and Jitterbug Joe.' Also, our principal speaks in assembly just before our elections, urging every elector to vote for the student he thinks will do the best job in office, and not to vote for the candidate just because he's your friend, or a character, or any reason irrelevant to the issue of public service."

—Student Councilor, South.

" . . . and there is also this area of electing leaders who are the popular athletes. Now we have almost entirely eliminated this. We have many athletes who are elected leaders, but they are elected leaders almost in spite of the fact that they are athletes. It is because of many other characteristics that they have shown in public, in front of the whole student body, that they are elected leaders. The business of electing the clown is now almost entirely eliminated from our elections, thank heavens."

—Sponsor, Junior High School, West.

"We don't like to have the trappings of big election rallies here for the sake of the trappings. We have no parties, thank God. So you don't get these set cliques, the Blues, or the Reds, or the ins and the outs. We tone it down as far as possible. They're not even allowed to make promises that they can't realize later. So we try to get elections on a less rah-rah and more serious basis."

—Sponsor, East.

A 17-year-old boy, after two years of student council training, puts his finger squarely on a major unsolved problem of adult democracy:

"To make our school democratic and our council representative, we let every club elect a representative to our council, with full voting rights. They come and sit and listen to us but take no part in our meeting. When the voting comes, I swear they have no reason for voting the way they do except that they follow the majority. For no reason they want to add their votes to the winning side, regardless of the merits of the issue. They are swayed by what they think the group is doing or going to do instead of what they personally believe. Maybe if we changed our voting method from a show of hands to a voice vote, aye or nay, the club representatives might speak out for themselves instead of peering all around and counting the raised hands and then feeling the impulse to raise their own hands. When you see those hands going up a few at a time, a couple of seconds apart, then again and again in little spurts for a long time, until finally we count, you just know they're voting something besides their honest personal convictions. This thoughtless imitative voting can slide into a defeat of good things that everybody wants. I don't know what the solution is. I only know we'd better find one."

—Student Councilor, North.

OTHER PROBLEMS

"The history of our student council is an excellent example of how to organize, and how not to organize a council. When it was imposed from the top, when adults wrote a constitution, the council failed. When it came from within the students themselves, when they wrote their own constitution, it went over very well."

—Principal, North.

"The student governments work like the devil to raise money and then it is all frittered away in sports. The sports program is exaggerated too much. Now I like sports and I like athletics, but they're losing propositions, to the point where you don't get good sportsmanship. These great rivalries lead to all sorts of disorders. You kill yourself to raise money and it goes for equipment for a minority of the students who are involved as participants and the rest are cheated, to put it mildly."

—Sponsor, East.

"We have about twice as many girls running for office as boys. I guess girls are more interested in getting to be officers."

—President of Student Council, North.

"My perennial problem is spreading student participation as widely as we possibly can. At most schools the same student who went to the national convention may come out here to leadership camp, then go to district convention and the others. We know because we keep running into the same delegates everywhere. But here in our school we do just the opposite of that—one trip per councilor, even just to the all-city council meetings."

—Sponsor, West.

"One major problem is public relations within the school, communication between the council and the student body. They're not aware of many of our activities. The council feels it shouldn't list everything it does in the paper because a lot of it is routine. But if the students realized how much work their council does behind the scenes, there'd be better understanding of our responsibilities and requirements. That would benefit both sides."

—Student Councilor, West.

"This has been bothering me all four years I've been on student councils. Out of 25, usually just five or six have to carry the ball, express the opinions, lead, discuss, debate, originate the motions, and do the work. The other 19 or 20 just sit there like bumps on a log, most of the time."

—Student Councilor, West.

"'Lots of new schools are being built in this country. A brand-new school faces special problems. I know because I was in the first graduating class of one. New students paraded in the halls singing the songs of their old schools. The new school had no identity. It takes a long time to build up the spirit of a school. It takes a student council at every new high school!"

—Student Councilor, West.

"There is one thing that has always bothered me. Some of the most willing leaders never get to serve. The three best leaders in our senior class ran for office last year. Naturally only one was elected. The other two were out. Of course they could still help by volunteering for some minor task, but that's not the way a defeated candidate feels—does he? I think there ought to be some way that the ones who get into the finals could participate in government. It's a waste of leadership to lose out entirely, if you know what I mean."

—Student Councilor, West.

"The problem of continuity is basic in council work. Very successful projects in citizenship education are lost within one or two years, due to the graduation of student council leaders. The sponsor can't do it all. If it weren't for the files we keep of our projects the next council would have no way of knowing what was done poorly and what was done well. Maybe visual aid records would present a solution to this problem. It would be good to know that our Code of Conduct project would be remembered and used years from now because anyone can see that a project such as this could be used over and over again."

—Student Councilor, West.

"Our greatest problem? It's everyone's greatest problem: to get **time** to do the job we want to do. We know our student council work is valuable educationally. However, we are constantly pressed for time, and mainly by the students themselves who sense that this thing we are doing is very valuable to them. They come to us with so many ideas we'd like to implement, but simply can't. We have been trying for a long time to get the administration to give the student council advisor more time to devote to this job, and I'm happy to say that just this month we got a commitment whereby five or six schools are going to run an experiment. Their council sponsors are going to be given a little more time. Then we'll see how much more student council work they get done. And then we'll step up their extra time little by little and see what happens. One result may be that they can give more attention to the visual aids situation."

—Educator, East.

"Too many schools think the 'proper' thing is to have a student council. So they form a student council, and then what? Nothing happens. If the student council is to be of value, then it has to have a project—a good project—or several projects throughout the year to provide a program."

—State Secretary, West.

"The trouble is, you don't really appreciate how important student councils are until you've attended one of our big conferences, with many schools attending, a fine program and famous speakers. And how many teachers and principals and students ever get to such great occasions? A tiny fraction. We have almost 100 in our student government and we sent five to the last conference with our sponsor, who already knew the score. Is it any wonder that most teachers and principals and students can't grasp the exciting big picture? Is there any way that films can put the big picture across to the 99% who just can't imagine what this means?"

—Student Councilor, West.

SPONSORS AND SPONSORSHIP

"You don't hire a math teacher who hasn't had some preparation in mathematics, but we 'hire' student council sponsors because they have a vacant period at the time the student council meets or because there are no Latin classes and the Latin teacher has to have something to do, so she gets stuck with the council."

—Educator, West.

"I didn't even know I was going to have the council until school started. I had never worked with student councils before. It just fell in my lap."

—Sponsor, South.

"I would like to see two co-sponsors instead of a single sponsor. Q . . . . is a fine sponsor but she has been working with the student council for 15 years now and she figures that it should be done a certain way."

—Student Councilor, West.

"Why has our council been selected as outstanding? Our sponsor has had a great deal to do with that. She has been very active for 15 years. She has helped form student council leadership conferences. She knows what a good council should do and she more or less urges and drives our council to do that, and we're all willing to work hard."

—Student Council President, West.

"I will say this, that of all the organizations I have ever helped with, and of all the organizations we have in this school, I think the student council is the most worthwhile because it is a representative organization. I was handicapped last year because my president was a football player, but this year my new president is doing a good job of creating respect and prestige, and I thoroughly enjoy it."

—Sponsor, South.

"As far is I know there is very little formal training available for teachers who are going to lead student activities. I would like to see college courses and more workshops for sponsors. Most of us were thrown into this with no training at all. The principal just decides. As a sponsor with six years of experience I will still say that trained sponsorship is almost as important as the classroom work for which we are properly trained."

—Sponsor, North.

"We started an advisors' workshop this year on rather short notice, feeling that the advisors definitely need help. It lasted one day. About 60 attended. Our next one this fall will bring more, and more time will be spent in preparation."

—State Secretary, North.

"Three things are handicapping student council work. First, the turn-over among sponsors. If principals could be brought around, and the people who foot the bills could be brought around, to paying an additional increment over and above the teacher's salary for student council sponsorship, it would do a great deal to encourage our most capable teachers to get into student council work and stay with it. Second, we should allow sponsors certain time, with pay, to attend such events as the state workshop. I know sponsors who have paid out considerable money over a period of several years trying to learn to do their jobs better, and this money came out of their own pockets. Third, when a teacher is given the student council to sponsor, let that be her prime responsibility in the extra-curricular set-up. Don't give her a lot of other duties. If the football coach is paid extra, with expenses, and the dramatics coach is paid extra, with expenses, and the music program ditto, why shouldn't the citizenship coach of the student council be accorded the same treatment? Isn't citizenship just as important?"

—State Secretary, West.

"I've been sponsor for 14 years. When I became assistant principal I persuaded the principal to let me keep my sponsorship, despite his fears that it was too great a load for an administrator. But it worked out well. Now at last I'm stepping down to let someone new have this frustrating and rewarding experience. I'll really miss it, because I've had my finger on the pulse of the student body. I can go up to any of the 80 students in our council and ask 'How do the kids feel about this?' and they'll tell me the truth. Confidence and communication are very important in trying to run a good school, and student council is the way to develop them."

—Sponsor, West.

"A school is lucky to have one council sponsor who really knows her job. But in this school, the way our house of representatives is set up, we have about 50 faculty advisors dealing every day with student government discussions in the home rooms. As the chairman of the house I visit them all, and I must say they're wonderful. They don't dictate. If necessary, they'll suggest how something could be done better, but I have never in my life seen any of them tell their home room class they absolutely have to do something a certain way. They make me feel student government is really worth the effort."

—Student Councilor, same school as above.

PRINCIPALS' ATTITUDES

"Maybe one reason why our council functions so well and has been honored as nationally outstanding is that there is not the slightest question as to who is running this school. The principal is running it."

—Sponsor, West.

"We don't feel limited. In fact, I feel much safer within the limits our principal has set. Without set limits I'm sure we'd go berserk. We need that hand somewhere."

—President of the Student Council, same school as above.

"Maybe we are a little different from other states, but here the schools are very reluctant to have much to do with student council because they still have the feeling that councils are organized to 'run the school.' I think the nation needs a film that would really educate the people in charge of our schools as to what student council is and the great good it can do."

—State Secretary, North.

"Some of our principals say they believe in the student councils and that they go along with the councils, but it doesn't mean a thing. Two of the largest high schools in our state have no student councils because the principals just don't believe in them. If we had a film to educate our principals, I would use it tomorrow morning."

—Sponsor, South.

"In the years that I have been sponsoring our student council, we have had two principals. The first was liberal. He gave the council a great deal of authority and I think the students handled it quite well. Then came the change of administration. I don't know how much experience our new principal had had with student councils, but he curtailed many of our powers and responsibilities. Now, however, they are gradually coming back into force as he sees the students can handle the council right and can assume responsibility."

—Sponsor, South.

"We are very fortunate in having a principal who will even reverse his own decision on something involving student privileges, if his advisory committee of students can explain the case to his satisfaction."

—Sponsor, West.

"The administration has from time to time suggested that our council also set up a monitoring system in the halls, in addition to our other supervision, but we haven't seen fit to institute such a system. The kids feel it would not be in harmony with our school spirit of freedom to have monitors checking on why students are coming and going during class time, even though we do wonder sometimes. There's been a minor clash but the administration has never foisted that off on us. We are free to take it or leave it and that is what I admire about the people we work with in the school administration."

—Sponsor, North.

"I think one idea we have to eliminate is this feeling that the council is a police force. A lot of times a principal discovers that a student council can stamp out any vandalism in the building, and he almost exploits a student council in order to have this result take place so he will look good in the eyes of his superintendent."

—Sponsor, Junior High School, West.

"As principal, I think our student council has been too hesitant in taking on what they call police powers. Our students lean over backward to keep from getting involved in anything that will give the students the idea that their council is policing things. Generally, I agree with that; but there have been times when they could have done things very effectively from an administrative point of view. But they held back. Maybe this feeling dates back to the days of student courts. We all realize that more student councils have been ruined by student courts than by any other one thing."

—Principal, North.

"I can't help but put in a plug for our state. Our state association of principals has done a tremendous job of leadership in getting student councils started in practically every school. That's why our state schools are nationally recognized. I wish you could interview every principal in our state. You'd be very pleased with the way they feel about the importance of council work."

—Educator, West.

"In 22 years I have never vetoed a single proposal brought to me by the student council. Many's the time I've had to keep my fingers crossed, but in the end I was glad I hadn't used my veto."

—Principal, North.

"Because I spend one period every day conferring with our student body president, he can see this thing from both sides, from the administrative angle, and the students' angle. Consequently, I have very few problems with our student council, and am never fearful of their getting out of line. If a principal has this fear, he can't feel relaxed (and the students can sense this). Many times I come late to council meetings, confident that they've started promptly and are doing a sound job of problem-solving, but won't commit our school to a final decision without me."

—Principal and Council Sponsor, West.

STUDENT BODY ATTITUDES

"Maybe this isn't true of some other schools, but here in our high school, freshmen look forward to being student council president some day the way a little boy in Cremona might dream of becoming a great violin maker. Over a period of years our council has earned such respect that students are proud to be affiliated with their council."

—Student Council President, South.

"Student attitudes? Many have a misconception of what the student council does. Many consider it a farce, which at times it is. Others think it rules the school. By some means we must reach a happy medium."

—Student Councilor, West.

"Our council has been under a great deal of criticism. The argument is, 'If council work is a leadership class, then it should be available to all students, not just those selected. If it isn't a leadership class, drop it and let the faculty carry out the projects.' "

—Student Councilor, West.

"Judging from what I have seen of other student councils in several schools, one of the biggest permanent problems we all face is making sure that the council grows naturally out of the student body and does not try to place itself on some higher plane. Many times our council is criticized as a bunch of snobs who think it is their duty to run the school. I've heard this from other student councils in the city and from out of town, too. I think we have to make a conscious effort to involve non-council members in all our projects and to make sure that all we do is not for ourselves but for the school."

—Student Councilor, West.

"Yes, I think the student body knows about the student council here. You see, at least two days before they have their meetings, they send out an agenda to every advisory class (home room). The student council representative in that room goes over that agenda during our home room period, discussing each point, to get our ideas for things to work on in the future, and how we feel about their past actions."

—Student, West.

THE VISUAL AIDS SITUATION

"I have spoken all over the country about the need for specialized audio-visual material in the field of student council work. I have been a leader in propagandizing for such a movement. There ought to be a film, for example, on the purposes of a student council, why do we organize and have student councils as a part of our educational system, what are the educationally significant purposes of a student council? Many people think they are just to do odd jobs, and a film could refute this pretty well. We ought to have one on organization, how to organize and work with administration. We need one on projects and activities for student councils. We need one on public relations. We need one on group dynamics and leadership techniques. There is a great need, but nobody wants to pick up the ball because they just can't sell enough of them. If you are in it commercially you have to sell the film to make money, but there is a great need for a film that isn't just a money-making kind of film. And more than one film—a series of films."

—Dr. George E. Mathes, Director of Student Activities, Denver, Colorado.

"I conduct two regional student council workshops, I'm secretary of the state association of student councils, I'm the sponsor of an outstanding active council, I'm the principal of a high school, yet all I know of visual aids in this field is very little. I recall the National Association sponsored a film I saw, but I couldn't tell you the title or much about it. And once I saw some filmstrips used in a parliamentary procedure class. I don't mean to sound the least bit critical. I'm sure what I saw was very, very good; but I also thought that if the youngsters had just sat around and discussed the topic, their time might have been equally well spent."

—Educator, West.

"The point I would like to stress, in discussing the visual aids situation in student council work, is that they should stop trying to pick out little projects and procedures, and concentrate on showing us the big, worthwhile **objectives** of council work. Take a big objective, such as raising the moral standards of a school. We should all be trying to raise our national standards. The higher the goal set for them, the more enthusiastic the kids will be. I'm tired of seeing student councils raising money to fix up the lunchroom—something irrelevant to student government—when there are great, inspiring tasks in teaching citizenship values challenging us all."

—Sponsor, West.

"Our staff specialist in student guidance travels through our 99 school districts attending student council meetings. He comes back much heartened, saying it gives him a lift to see that our student population isn't entirely composed of juvenile delinquents. I know it's wonderful to see them operating their student governments as ably as adults and still have a lot of fun in their student organizations. I subscribe to the idea of a strong, respected student government in every school, and as a part of a large audio-visual division that you yourself have said is generally regarded as one of the most efficient in the United States, I must say there is a great need of new films on student government."

—Audio-Visual Director, West.

"I can tell you from my personal experience that there is a tremendous need for new visual aids in student council education. I have overall responsibility for the city-wide student council, which is called GO, for General Organization. This includes 87 high schools with 240,000 students, drawn from a population of over ten million. We also have all the different borough student councils, in constant activity, holding conferences and conventions with up to 700 students and many faculty advisors in attendance. Now in all this work, with all these big audiences of student leaders to supply—larger than many entire states—I have been searching constantly for films on parliamentary procedure, tips on how to run a meeting, techniques of student council education, and I have found practically nothing that could be shown. The NASC offered some materials but they were not too helpful. Our faculty advisors previewed them and said they'd apply to some new area where student councils were just being founded, but as for enriching the education of a well-established, on-going program, no. I was a student council sponsor for 17 years, and I looked for films in vain all that time. I teach council sponsors at Long Island University; I need visual aids at the School-of-Education level. I find none. I have gone to the national convention repeatedly, and come back empty-handed. Why is this vital area a blind spot?"

—Educator, East.

Q: "Do you (or would you) have sufficient time to show films to the council?" A: "Well, that is one of our problems, but we meet every day and if there were a lot of good films and we knew about them ahead of time, we would show them. There are good films, I know, but we don't know about them. I think we would make time for them, because we want to do some leadership training, and a film is a very excellent way of teaching that."

—Sponsor, West.

Conclusions

From a study of the foregoing quotations discussing major concepts of student council work, a few conclusions may be drawn relative to the problem of supplying new visual aids.

1. Student council work appears to be in a healthy state of ferment, growth, and experimentation, with many divergent viewpoints being freely debated.

2. To a unique degree, the causes of its unsolved problems seem to lie in the realm of attitudes, opinions, feelings and communication of ideas, rather than in material factors, such as lack of funds, buildings, equipment and teachers, usually cited as the causes of educational shortcomings.

3. The first step toward solving most of the problems in council work appears to be improving the exchange of ideas, information, and experience between various groups within the school community:

Between councils and the student body.

Between sponsors and their councils.

Between those interested in the growth of student councils and the school administrators who mistakenly resist it.

Between councils and the faculty as a whole.

Between schools, as represented by their councils.

Between schools and the adult community.

Between the student councils and the teachers' colleges.

Between the individual student council with its unsolved problems, and other student councils, often in distant states, which have solved those problems.

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VIII STUDENT COUNCIL WORKSHOPS, CONVENTIONS, AND CONFERENCES

Of importance in the student council world are the trips made by the councilors, accompanied by their sponsor, to state workshops, state and regional conferences and conventions; and for a few, the NASC National Conference. It may be said that it is here, at these gatherings, that student council education really takes place in the planned and formal sense. Said one sponsor:

> "When I was new at this I wondered if the long trips for our delegation were worth the expense. But a previous sponsor told me, 'It's the only way to keep your student council alive, because the kids do get ideas and enthusiasm that they bring back to the others.' Later I found that it isn't nearly so expensive to attend our state meetings, and they're good, too."

WORKSHOPS

As of 1960, about 44 states had workshops for intensive training of student councilors. Unfortunately, only one or a few students from each council can attend, but the total attendance averages from 100 to 300. Workshops usually last four or five days. Occasionally they are held in the summer, at camps. Typically they are held during the school year, on the same college campus, year after year. "Experienced management and known facilities are too important to our success to risk moving the workshop around," said a sponsor.

Workshop agenda are good examples of diversification. General assemblies alternate with small-group problem clinics, discussion circles, experience exchanges, "halls of ideas," and social events. Teachers on workshop staffs have developed skill in many specialties, such as group dynamics. Skits, enactments, and role-playing are included in some programs. Few films and filmstrips are used.

CONVENTIONS

Student council conventions differ from workshops. Usually they last only two or three days. Attendance may run from 300 to 1000. In part, they parallel adult political conventions in that they are concerned with the nomination and election of regional and national officers. However, they also have educational value and give their delegates a great deal in the limited time available. Their planners make a point of convening in a different city every year. Typically, the host organization is a large high school with an outstanding student council. The use of educational visual aids is even more infrequent at conventions than at workshops.

The following descriptive quotation is from an interview with a state secretary:

> "Right now at this convention we have 785 student council members and 100 student council sponsors in attendance. In addition, we of the host high school have 70 of our teachers assigned for two days to specific convention duties, such as acting as guides, doing clerical work, chaperoning bus trips and chaperoning this dance tonight. Ten years ago we started out with only 200 youngsters in attendance."

OTHER GATHERINGS

City and district workshops and conventions are also held, frequently in areas of high concentration of population. Regional associations of student councils exist in most sections of the country and hold annual meetings or conventions. A type of brief workshop called a youth leadership conference may be held at any of the foregoing levels.

JUNIOR HIGH WORKSHOPS

Said a junior high school principal:

> "We have sent delegates to the state convention of student councils, but it didn't work too well, combining the two levels, because either the older ones resent the younger ones, or the younger ones feel that the convention is all pointed toward the older groups. So we had to stop doing this. Now we are considering holding a separate state convention for junior high school student councils."

Colorado has established a summer leadership training camp exclusively for junior high students.

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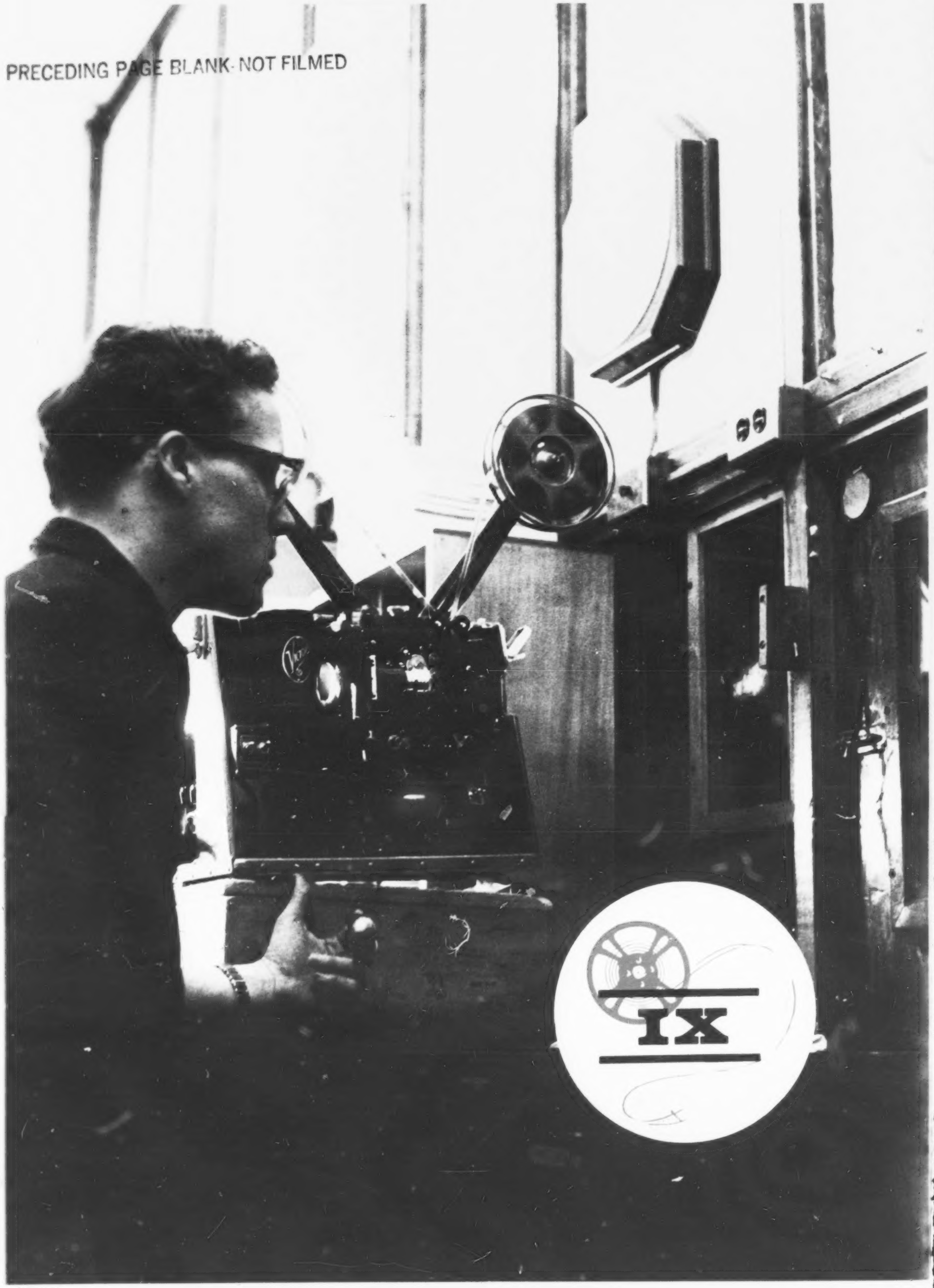

IX

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IX SURVEY OF AUDIO-VISUAL AIDS RELATED TO STUDENT COUNCIL EDUCATION

MOTION PICTURES

A major objective of the investigation was the compilation of a catalogue of motion pictures pertinent to student council work. Pursuant to that aim, the following steps were taken:

1. The EDUCATIONAL FILM GUIDE, 11th Edition 1953, and its 1954-1958 SUPPLEMENT, published by The H. W. Wilson Company, were thoroughly checked. The GUIDE and SUPPLEMENT list a total of 17,326 educational films.

2. Film catalogues of the largest and most complete audio-visual libraries were searched.

3. Forty-nine educators in 18 schools in 11 states were questioned at length. Many had traveled widely attending conferences where films were shown. Thirty-four were specialists in student council education, with up to 22 years' experience in the field. Fifteen were audio-visual specialists and of these, 13 were directors of educational film libraries. In the latter group, several had been active in AV work from the time that sound motion pictures were first shown in schools.

4. Fifty-three student leaders in 11 states also were questioned at length about all films they recalled having seen in leadership training courses, at workshops, conventions, and other student council gatherings at the city, state and national level. About half of all the students had attended from one to five such experience-sharing meetings.

5. The interviewees were sometimes unable to give the title of a film. Recollections of film content were sometimes contradictory. Filmstrips were often confused with motion pictures. Much effort was expended by the staff in following up every clue that would properly identify each film or that might lead to the discovery of a new title. Many letters of inquiry were written to possible sources. Prints of every motion picture that could be identified were rented and screened by the research staff.

Comparison of the interviews disclosed that educator judgments varied widely on what could be called related or unrelated to student council education. Audio-visual librarians tended to take a broad view naming numerous films on a wide variety of topics, including films on student counseling. At the other extreme, experienced student council sponsors were highly selective and named very few titles as being directly related to their specific needs. Students tended to praise any film they felt had helped them understand personal or group problems.

To facilitate discussion, the films have been divided into two categories, those which are clearly related to student council education, and those which are indirectly related.

Small as the catalogue of directly related motion pictures may appear to be, it is the only comprehensive list of these materials. Reviews of these films are in Section X.

The catalogue of indirectly related motion pictures makes no claim to completeness. No such list could ever be complete since local groups, churches, advertisers, foundations and others are continually making available new motion pictures which individual teachers think suitable for showing to student groups because of their helpful treatment of personal or group problems.

Possibly many excellent films have been inadvertently omitted. Many such offerings do not reach the schools through regular AV channels and are not listed in school catalogues. This list is a by-product of the investigation, not one of its objectives.

The titles listed are those mentioned by interviewees as having educational merit. Some are basic films about our government. In schools where these have not already been shown in civics classes, they might be shown with benefit to the council, or be presented by the council to the entire student body.

Use of the term "indirectly related" should not be construed as down-grading the films in any way. Many of them are excellent discussion starters.

The catalogue lists 22 indirectly related films. Of these, 11 which were most frequently mentioned or have special merit are reviewed and evaluated in Section X.

FILMSTRIPS

The catalogue of filmstrips was compiled in the same manner as the film lists. Audio-visual catalogues were searched, students and educators were queried, booking lists in audio-visual departments were surveyed, and all the filmstrips were screened. Evaluations will be found in Section X.

CATALOGUE 1
MOTION PICTURES DIRECTLY RELATED TO STUDENT COUNCIL EDUCATION

NO.	TITLE	PRODUCER	YEAR OF ISSUE	LENGTH (Minutes)	B&W or COLOR	SALE PRICE	PRIME SOURCE FOR:	
							SALES	RENTAL
1.	CITIZENSHIP IN ACTION	U. of Indiana	1958	24	B&W	$100.00	U. of Indiana	U. of Indiana
2.	MAJORITY VOTE	NFB, Canada	1953	7	B&W	$ 50.00	McGraw-Hill	McGraw-Hill
3.	NATIONAL CONFERENCE NASC	NASC	1959	20	Color (Silent)	unknown	NASC	NASC
4.	PARLIAMENTARY PROCEDURE	NFB, Canada	1955	22	B&W	$ 90.00	NFB, Canada	Contemporary Films
5.	PARLIAMENTARY PROCEDURE	Coronet	1952	11	B&W Color	$ 60.00 $110.00	Coronet	film libraries
6.	PARLIAMENTARY PROCEDURES IN ACTION	Coronet	1941	13	B&W	$ 62.50	Coronet	film libraries
7.	MR. CHAIRMAN	EBF	1959	13	B&W Color	$ 75.00 $150.00	EBF	EBF
8.	SPEECH: CONDUCTING A MEETING	Young America	1952	12	B&W	$ 60.00	McGraw-Hill	film libraries
9.	STUDENT COUNCIL 1960 ELECTIONS	Whitehall-Yearling	1960	13	B&W	unknown	Whitehall-Yearling	Whitehall-Yearling
10.	STUDENT GOVERNMENT AT WORK	Coronet	1953	11	B&W Color	$ 60.00 $110.00	Coronet	film libraries
11.	HOW TO CONDUCT A DISCUSSION	EBF	1952	25	B&W	$100.00	EBF	EBF
12.	WHO'S RUNNING THINGS?	NFB, Canada	1956	6	B&W	$ 45.00	McGraw-Hill	Contemporary Films

All filmstrips are reviewed and evaluated in Section X.
Addresses of all prime sources are listed in Appendix B.
Coronet films may be rented through all major school film libraries or bought from the producer.
Encyclopaedia Britannica films may be either bought or rented through their eleven regional offices, or rented from film libraries.

CATALOGUE 2
MOTION PICTURES INDIRECTLY RELATED TO STUDENT COUNCIL EDUCATION

NO.	TITLE	PRODUCER	YEAR OF ISSUE	LENGTH (Minutes)	B&W or COLOR	SALE PRICE	PRIME SOURCE FOR:	
							SALES	RENTAL
1.	ACT YOUR AGE*	Coronet	1949	14	B&W Color	$ 75.00 $137.50	Coronet	film libraries

2. ALL I NEED IS A CONFERENCE	Henry Strauss & Co. for General Electric	1954	28	B&W	$165.00	Henry Strauss	purchase only
3. ARE YOU A GOOD CITIZEN?	Coronet	1949	11	B&W Color	$ 60.00 $110.00	Coronet	film libraries
4. BUILD YOUR VOCABULARY	Coronet	1949	10	B&W Color	$ 60.00 $110.00	Coronet	film libraries
5. CITIZENSHIP AND YOU*	Coronet	1959	13	B&W Color	$ 75.00 $137.50	Coronet	film libraries
6. DEFINING DEMOCRACY	EBF	1954	18	B&W	$ 90.00	EBF	EBF
7. DEVELOPING LEADERSHIP*	Coronet	1949	10	B&W Color	$ 60.00 $110.00	Coronet	film libraries
8. FRESHMAN ORIENTATION*	Inglewood	1959	23	Color	unknown	unknown	Inglewood
9. HOW WE ELECT OUR REPRESENTATIVES	Coronet	1947	10	B&W Color	$ 60.00 $110.00	Coronet	film libraries
10. MAKE WAY FOR YOUTH*	Assn. Films for National Social Welfare Assembly	1947	20	B&W	$ 60.00	Assn. Films	film libraries
11. MAKE YOUR OWN DECISIONS*	Coronet	1951	11	B&W Color	$ 60.00 $110.00	Coronet	film libraries
12. MIKE MAKES HIS MARK*	Agra Films, Inc. For N. E. A.	1955	30	B&W Color	$ 75.00 $170.00	N. E. A.	state education associations
13. OUR BASIC CIVIL RIGHTS	Coronet	1950	13	B&W Color	$ 75.00 $137.50	Coronet	film libraries
14. OUR CONSTITUTION	Academic	1940	20	B&W	$ 90.00	Academic	film libraries
15. OUR LIVING CONSTITUTION	Coronet	1949	11	B&W Color	$ 60.00 $110.00	Coronet	film libraries
16. POLITICAL PARTIES	EBF	1952	21	B&W	$ 85.00	EBF	EBF
17. PRACTICING DEMOCRACY IN THE CLASSROOM*	EBF	1953	22	B&W	$100.00	EBF	EBF
18. PRODUCTION 5118*	Wilding for Champion Paper Co.	1955	30	Color	Free Loan	------------------	Modern Talking
19. SHY GUY*	Coronet	1948	13	B&W Color	$ 62.50 $125.00	Coronet	film libraries
20. SPEECH: GROUP DISCUSSION	Young America	1955	12	B&W	$ 60.00	McGraw-Hill	film libraries
21. TUESDAY IN NOVEMBER	United World	1945	22	B&W	$ 34.27	United World	film libraries
22. WHAT ABOUT SCHOOL SPIRIT?*	McGraw-Hill	1959	15	B&W	$ 80.00	McGraw-Hill	film libraries

* These films are reviewed and evaluated in Section X.
Addresses of all prime sources are listed in Appendix B.

CATALOGUE 3

FILMSTRIPS DIRECTLY RELATED TO STUDENT COUNCIL EDUCATION

NO.	TITLE	PRODUCER	YEAR OF ISSUE	PRICE
1.	PARLIAMENTARY PROCEDURE (for grades 4 to 7) Part I. The order of business Part II. Nominations, elections and committees	Educational Filmstrips	1957	$11.00 (color) sale 3.00 rental
2.	PARLIAMENTARY PROCEDURE IN ACTION (for junior and senior high schools) Part I. The order of business Part II. Motions, discussion, voting and reports Part III. Amendments and nominations	Educational Filmstrips	1958	$16.50 (color) sale 3.00 rental
3.	THE STUDENT COUNCIL IN ACTION Part I. How to make the student council more effective Part II. How the student council solves a real problem Part III. Fifty prize winning ideas for the student council	Educational Filmstrips	1958	$16.50 (color) sale 3.00 rental
4.	THE CLUB OFFICERS IN ACTION Part I. The President Part II. The Secretary Part III. The Treasurer Part IV. The Committee	Educational Filmstrips	1958	$16.50 (color) sale 3.00 rental
5.	LINCOLN HIGH SCHOOL ORGANIZES A STUDENT COUNCIL	Denver Public Schools NASC	unknown	apply to NASC

All filmstrips are reviewed and evaluated in Section X.
Addresses of all prime sources are listed in Appendix B.

TAPE RECORDINGS AND RECORDS

This sub-section is partly a field manual of ideas for using tape recorders in student council education, and partly a catalogue. Many of the tapes described may be borrowed from the schools whose council sponsors made these contributions toward experience-sharing in the audio medium.

> "We have a record of a student's talk on 'Constitution on Trial,' and if you haven't heard it, it is really thrilling. We used it at Camp Cheley as a campfire talk. It was a national winning essay like 'I Speak for Democracy.' That is the only type of recording thing we have used. It came from the National Association [of Student Councils]. It is really excellent. It is not only good for student council, but it is excellent for social science classes, as would be this 'I Am an American,' which we taped. We have tried to bring in Americanism as a part of student council work."
>
> **—Mrs. Violet McCarthy, Student Council Sponsor, East High School, Denver, Colorado.**

> "Paul Muni had some fine readings that he had done for an album. I think it was called 'I Spoke for Democracy.' We have used these things immediately preceding and following elections. We have also used some tape. The National Convention of Student Councils very often has a fine speaker, and Dr. Mathes of Denver has made a practice of recording these speakers. He sends the tapes all over. He owns these personally and sends them to the sponsors and they may use them for whatever they like."
>
> **—Earl Reum, Student Council Sponsor, Merrill Junior High School, Denver, Colorado.**

> "The only tape I ever heard in student council was a recording of Communist indoctrination of prisoners of war. We got it from the Blood Bank. It's amazing."
>
> **—Student Councilor, East High School, Denver, Colorado.**

This tape was also mentioned favorably by other student interviewees in the same school.

> Q: "I keep hearing reports of a tape recording about the effects of Communist brain-washing on prisoners of war in Korea. Do you know anything about this?" A: "This tape is available through the Denver schools, I am sure. It was taped from a CBS radio show. It was an analysis by a psychiatrist, as I recall, of why some prisoners of war didn't sustain beliefs or ideals in a concentration camp. This tape is one of the most effective things I ever heard in terms of teaching kids about why they are studying government. A lot of our social studies teachers used it and found that students were awed by the message it delivered. It has a tremendous punch and an immediacy that is very hard to get. You stop and listen to it rather than go on talking. It is very well done."
>
> **—Earl Reum, Student Council Sponsor, Merrill Junior High School, Denver, Colorado.**

> "Our school psychologist came and played a tape recording about brain-washing for the student council at our regular Friday program. It was really good the way the doctor on the tape explained how the Communists get you to answer harmless-sounding questions until they've got you trapped, and then they won't feed you until you answer more. The speaker said 22 Turks were captured and not one cracked, but 400 Americans were captured and 200 cracked, or declined to come back. Believe me, this caused some discussion among us students about how this could happen when we claim to be so great mentally and physically."
>
> **—Student Councilor, West.**

•

> "Yes, we have just bought a new tape recorder of the cartridge type to use at our state workshop. I will simply mail the cartridges around to the schools and councils can play the proceedings back for instruction in parliamentary proceedings, group leadership, group dynamics, and hear some of our speeches. It's going to be a valuable aid to our student council work throughout this state."
>
> **—Ira M. Bogard, Executive Secretary of the New Mexico State Association of Student Councils.**

> "We made good use of our tape recorder in our class on democratic procedures. We hid the mike, recorded the discussion, and played it back to the surprised youngsters, while the instructor pointed out how very few had really participated in this democratic procedure. Simple, but effective."
>
> **—Donald Leer, Executive Secretary of the Washington State Association of Student Councils, and Principal of Stevenson High School, Stevenson, Washington.**

DRAMATIZATIONS, SKITS, AND ROLE-PLAYING

For the purposes of this report, dramatic presentations have been treated as audio-visual communication. In nine of the 11 states surveyed, student councils had used dramatizations or skits to some degree. Experienced sponsors were familiar with the medium of enactments and liked them as teaching devices.

Those who are not in a position to use the films or filmstrips catalogued may be able to put some of the following ideas to immediate use in student council education. All who can should do both. Teachers report excellent results from the simplest, impromptu skits.

> "In one of our largest school districts, the Parent-Teachers Association became so interested in student council work that we enacted a council meeting on the stage in the auditorium before their large district meeting. Technically, this turned out to be very difficult. Unless each child has a mike, no one can hear, and with 20 on the stage at once, many had to have their backs turned to the audience. If we could have shown an educational film about student councils to that PTA meeting it would have been much better

than our faulty enactment, and yet the audience liked it."

—State Secretary, West,

"We held a student council meeting on the stage at general assembly to show the student body what our council did. Business was conducted as usual. This demonstration meeting went off quite effectively and was greeted with enthusiasm."

—Sponsor, North.

"Our assemblies do an awful lot in that area with audio-visual techniques in the assembly, mostly skits and plays. They show funny signs, climb ladders, and simple skits like that. We use a lot of weird things. For instance, we have a catsup display, or we use an unusual meal for the day sometimes, plugging things."

—Sponsor, Junior High School, West.

"At our state convention of student councils they put on a skit about the national convention. It was more like a court. Delegates who had been at the national convention debated against the students who had never been there on the question of whether or not the convention was worth while. I thought it was a very good court trial, and I learned a lot from it."

—Student Councilor, South.

"At our workshop we wrote up some make-believe problems. Then each council was asked to show us how it would go about solving these problems. We carried out that particular idea quite well. We also had demonstration-enactments on parliamentary procedure, on how a principal would handle his faculty, and how he would put across his ideas to the student council. Quite a bit of role-playing came out of this. More role-playing could be used in student council meetings to clarify ideas."

—Sponsor, South.

"This year the most entertaining skit given in the assembly was also the most educational. The sophomore class did a take-off on duck-tail haircuts and clothing inappropriate for school wear. They encouraged proper dress and proper attitudes. As well as being hilarious, it brought home the point to a small minority who can't seem to be reached in any other way. The student council was behind the whole thing."

—Co-Sponsor, West.

"We believe in dramatization. We have four skits right now, fully mimeographed, and have presented three of them several times. One is called 'Rock n' Roll.' It shows different types of students' reaction to the council. The second is 'A Day in the Life of the School, Through Student Eyes.' It shows prison scenes. The third is the same day as seen through teachers' eyes. It shows breaking up furniture. I wrote one. the president wrote one, and the other came from the advisor of the Pep Club. They have been very well received by the kids. The skit we haven't produced yet, but will soon, is a take-off on the Huntley-Brinkley report, the TV news program."

—Sponsor and Assistant Principal, North.

"The first enactment we'd ever seen for council work was at the national convention. Dr. Mathes put on a demonstration of group dynamics. We were quite impressed by his work. Later, in our leadership training week, our council president imitated him, showing the use of the buzz session, the use of brain storming, and various ways of working as a group. Now I use this group dynamics in my business classes."

—Sponsor, North.

EXHIBITS AND FLAT MATERIALS

All of the councils made use of exhibits during the year in imaginative bulletin boards or display windows in school hallways.

There were many examples of displays developed for use at workshops and conventions.

"Two years ago we decided to 'sell' the student council to the teachers. Not all of them are enthusiasts, you know. So we set up a student council exhibit booth at X . . . College where the teachers' institute was held, to which they all came. Last year we decided that was too much trouble, so we shifted our efforts to our own school. We got permission to decorate the teachers' lounge. The council put up attractive and meaningful displays on almost every phase of student council activity. They used cut-outs and got brochures from national headquarters. For a while we kept students on duty there all day to hand out brochures and to tell teachers about their council, to promote it. It was quite effective. The teachers were 'sold'."

—Sponsor, South.

"Our district and state conventions have a 'Hall of Ideas.' Every council that sends a delegation can place an exhibit in the idea hall. These range from posters and scrapbooks to large photographs and art work, showing the kind of things they do in the schools."

—Sponsor, North.

"Right in front of our main office in the central hall is a large display window. The student council keeps it 'dressed' with exhibits on different themes. A good one lately had doll models showing different types of student dress, from the extremely inappropriate, to the proper. It made a distinct impression on the student body."

—Principal and Council Sponsor, West.

"Yes, we make our own visuals for our workshop courses. The person in charge of teaching parliamentary proceedings has a large board with elaborate drawings showing the areas of responsibility of the student council, and the administrator as the head of the school. Over here on the right side are the areas of authority that the student council stays out of. On the left are the areas they can get into."

—State Secretary, West.

"I will never forget three signs that I saw at the state convention. They showed the faculty here, the student body there, the council in the middle, all linked together by chains. I came home and copied those three signs for our leadership training week. Afterwards the painting was put in our trophy case."

—President of Student Council, North.

"At our state workshop some of the individual schools set up displays of their council's constitution, their handbook, and other informational materials, some of which the students are welcome to take home with them for use in their own councils."

—State Secretary, North.

"When I took leadership training, we had a very wonderful speaker who was an outstanding parliamentarian. She had a big electric display board illustrating parliamentary procedure. As she spoke, she would tell the person at the control box to push the button and the point she was making would light up. Afterwards we got together and discussed it. Many who had studied parliamentary procedure said it meant nothing, simply because they had had it before; but to other students who had never had any parliamentary procedure it was a big help."

—Student Councilor, West.

"We keep two big bulletin boards in the main hallway. On one are posted clippings of everything that appears in the papers about our school. The second displays everything pertaining to student council: our weekly prayer, our thought for the week, announcements, citations, lists of candidates, the minutes of our meetings, and anything about council that could possibly interest the student body. And believe me, the kids read the board!"

—Student Councilor, West.

"I will tell you what helped me most. It was not any of the exhibit-type things on your list of questions. It was a 100-page mimeographed notebook they gave out at Pine Crest leadership camp, full of diagrams of council work and outlines of all the discussions. Even if you didn't take a single note, you looked at that big book and you knew exactly what had happened. I have used it all the time since. It is just about the best thing we could have."

—Student Councilor, East High School, Denver, Colorado.

This prepared notebook was highly praised by several other student interviewees.

POSTERS

Sixteen of the schools surveyed used posters in their student council election campaigns. In one school they were not permitted. In another, posters were not in keeping with the formal election procedures.

In more than half the schools surveyed, posters were the most conspicuous visual aid utilized during the entire year, so far as the student council was concerned. In a few schools, a poster-frenzy developed during election week, according to the following quotation:

"Yes, we use posters — to an alarming degree!"

—Sponsor, Junior High School, West.

"This year we thought we'd limit each candidate to three large posters. When we said large we meant some decent size, but the campaign managers showed up with huge things 20 feet long and from four to ten feet high."

—Student Councilor, North.

"To keep our election campaign posters from running wild our student council constitution states that each candidate may have three posters not exceeding three feet, and one not exceeding ten feet, and that they may be posted only in the halls."

—Student Councilor, West.

TELEVISION AND RADIO

Two metropolitan area schools had access to educational TV facilities and student council activities were presented on these channels.

Several schools used programs on radio stations to publicize their councils.

The following quotes show the activity in these fields:

"Last year our county schools produced over 160 half-hour programs for educational television. These were telecast by commercial stations to whom we paid a nominal fee. The programs are produced with funds raised by subscriptions. We have also produced many radio programs, all recorded on tape. About four years ago we gave up distributing our tape radio programs directly to the school district. We turned the master tapes over to a commercial company that services our schools with copies."

—Robert Browning, Consultant, Division of Audio-Visual Education, Los Angeles County School System, California.

"As part of the 'Know Your Schools' program of the City Board of Education, we have put student council meetings on television three times. We went through real agendas and showed how the councils work, and what the sponsor does. Many student councils, and the general public, watched these programs."

—Mrs. Genevieve McDermott, Senior Advisor (Executive Secretary) of the California State Association of Student Councils.

"Just next week we begin a series of four parliamentary procedure viewing sessions: four meetings, four half-hour programs on parliamentary procedure. They are scheduled for early evening telecasts on our educational channel. We have many classes viewing television. We begin broadcasting at one o'clock and continue until three. We cover science, reading and literature, art and music. Student council education will receive its share of time as suitable TV materials are developed for it."

—Dr. George E. Mathes, Director of Student Activities, Denver, Colorado.

"Our student council people appeared in a 13-week series of programs. Last week, we had two spots on television and three on radio. We use tape for radio. We find the kids often work better on tape than they do live. The student council lines up these programs pretty much for themselves. They want newspaper, radio and television publicity, so we go get it."

—Earl Reum, Student Council Sponsor, Merrill Junior High School, Denver, Colorado.

"We have just filed with the FCC for a construction permit for a 10-watt educational FM radio station. We expect to be on the air next fall broadcasting to this entire township, to the elementary schools, and also adult education programs. We will use much tape-recorded material, and are already building up a library of tapes of our own production."

—Donald Ickes, AV Director, New Trier Township High School, Winnetka, Illinois.

"I have never seen anything about student council work on television, but I was on the radio myself. Our local station interviewed me on the controversial issue of how many clubs a student can be active in and still keep up his school work. This was in connection with the Junior Achievement Program that our local business firms put on."

—Student Council President, North.

"Our council is entertaining the idea of going to the nearby educational television station and asking them to kinescope the most important assemblies our student council puts on. Kinescopes of outstanding things we've done might be very helpful to future councils."

—Student Council President, West.

PUBLICATIONS

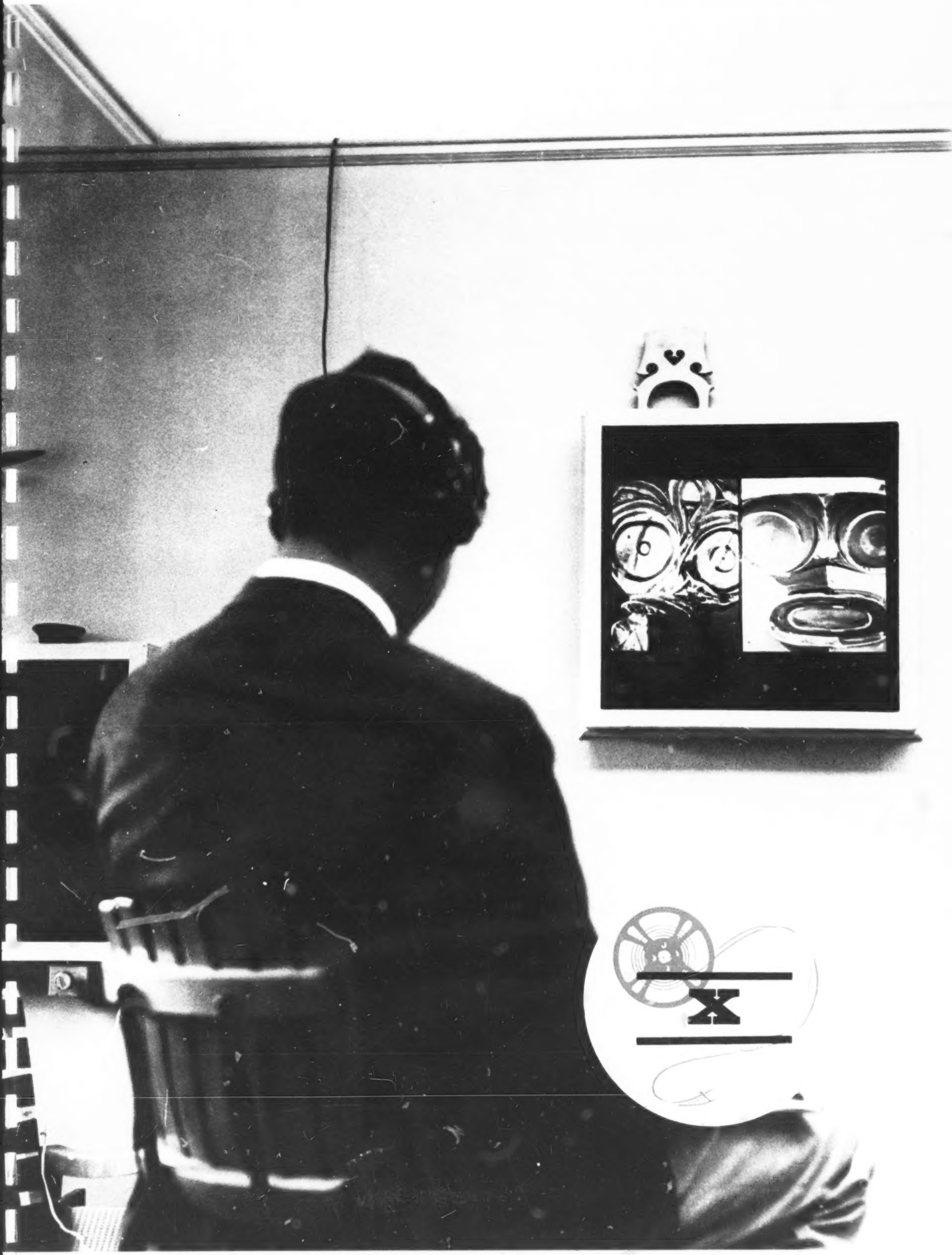
While it was not the purpose of the study to survey publications in the student council field, one pictorial publication found has been used as a visual aid. It is:

PARLIAMENTARY PROCEDURE: HOW TO CONDUCT A MEETING

A Pictorial Presentation Based on Robert's Rules of Order Published by Allen Swallow, 26079 South York Street, Denver 10, Colorado.

Prepared by Creative Graphics, University of Denver, in cooperation with the School of Speech.

One sponsor mentioned projecting illustrations from the book on an opaque projector. Several sponsors told of projecting material from pamphlets to create visual aids.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X EVALUATIONS OF FILMS AND FILMSTRIPS

MOTION PICTURES

Introduction

A major objective of the investigation was to provide reviews from which sponsors might choose films for student council education.

However, it should be explained that there are two distinctly different approaches to the evaluation of teaching films, leading to conclusions that often are contradictory and therefore confusing to the teacher who is trying to decide whether or not to book the film in question for her class, sight unseen.

This confusion can be dispelled and replaced by balanced judgment, if the teacher will bear in mind the nature of the two opposing principles at work in the evaluation process.

On one hand, we have what may be called the "consumer's reaction," consisting of the more or less hazy recollections of students and teachers who saw the film some months or years ago without knowing that they would ever be called upon to express a critical opinion. The consumer tends to judge the film in terms of residual feelings about what the showing meant to him at that particular time, and also what he feels he should say in the interview. A very poor film, shown under happy circumstances to an audience intensely interested in its subject, seems very good; whereas a superior film, shown under unpleasant circumstances to an audience whose interest has not been aroused, may be described as "idiotic."

The approach is subjective. It may be called "grading upward from zero."

On the other hand, diametrically opposed, we have the impartial, analytical approach of the professional film maker and the AV specialist. They have screened the film, and others like it, two or more times that same day, dictating notes. Consulting with colleagues, they attempt to describe the film's strengths and weaknesses of form and content in relation to the teaching task the film proposed to accomplish, and also in comparison to similar films available on the same subjects. Their approach is objective. They try to answer the question, "Is this film as good as it should have been?" They grade downward from 100, as teachers do.

For the teacher, the net result of this conflict can be criticism-in-depth, if he will reach his own decision by balancing the opinions of the consumers against the opinions of the producers. Also the critiques of the film reviewing services try to strike a balance between the two schools of thought.

In any event, it costs very little for a teacher to order a print of any film that sounds interesting, preview it, and make her own decisions.

For the following evaluations to render maximum service, a few explanatory or precautionary notes are added:

The two film reviewing services quoted in this report are EFLA and Bertha Landers. Many educators who use films know of the contribution of the Educational Film Library Association in bringing order into the chaotic field of classroom films. Many AV departments subscribe to the EFLA service and have its card file. Miss Landers' new service in Los Angeles is less well known. The research staff made extensive inquiries about her service among educators and learned that she is highly regarded for her objectivity and accuracy.

The research staff has also prepared its independent evaluations.

All films listed are available in 16mm.

For convenience, all evaluations of one film are grouped together: students', educators', film reviewing services', and evaluations by the research staff. Film title numbers correspond to the title numbers in the Film Catalogues in the preceding section.

Motion Pictures Directly Related

1. CITIZENSHIP IN ACTION. University of Indiana. 1958. 24 minutes.

Evaluation by Students

No direct student comment on this film could be obtained in 53 interviews although the councilors were carefully questioned.

Two sponsors reported the following student reaction:

> "A question about the effectiveness of the film CITIZENSHIP IN ACTION was asked on the evaluation sheets handed out to students attending our state workshop. On the whole, student comments were fairly favorable"
>
> —Sponsor, South.

> "Shown at our district meeting. Student reaction was that they felt they would have learned more by exchanging ideas with students from other schools, devoting this same time to workshop ideas rather than seeing this particular film."
>
> —Sponsor, West.

Evaluation by Educators

> "CITIZENSHIP IN ACTION which came last year is used every semester of every year. We have used it four times so far. We show it to our council. It only runs 15 minutes or so [sic]. It is very good for what it does. It gives the council a chance to look at what citizenship means and is a good inspiring

kickoff for the beginning of the year."

—Sponsor, Junior High School, West.

"We have used several films, but do not find them particularly helpful, with one exception This exception is the film done by Indiana University, entitled CITIZENSHIP IN ACTION. This film is the one we have used and found to be quite successful."

—Director of Student Activities, Denver, Colorado.

"Every year we show the film CITIZENSHIP IN ACTION at our summer workshop. It is the only film we have ever used. It is effective. Certain scenes could have been clearer. The sound is not as good as it should be. But I have heard considerable comment by other sponsors, and most of them thought it was good."

—Sponsor, South.

"An excellent movie on committee procedure particularly. They handle a project in this film. The school has a problem. By showing how the council solves it, the film teaches how to set up committees and how to make them function."

—Sponsor, West.

"We asked our university if they could include it in their film library. They bought two prints. These are sent out all over the state at the request of the individual council. I showed it once at the state convention, last year but not this year. I consider it an effective film because it creates an attitude, rather than giving specific ideas."

—State Secretary, North.

Evaluation by Film Reviewing Services

EFLA EVALUATION:

Subject Area: Citizenship

Evaluator: Michigan City, Ind., Public Schools

Synopsis: Opens with a discussion in a student council meeting. The council decides that to improve school citizenship it will determine what the student should know about the community and will also study the school's moral code. The group visits the mayor, who stresses importance of interest and action in community affairs. The council then deals with the issue of respect for law, a moral code, and its own role.

Uses: To teach respect for law and good citizenship; to develop procedures for council action and coordination of activities.

Age Level: Junior-senior high.

Technical: Sound—good; Photography—excellent

Comment: Shows conditions similar to those in a typical high school. Poses a minimum number of problems in order to make film most effective. Should develop wholesome attitudes for organized solution to problems.

Rating: Very good.

Copyright 1959 by Educational Film Library Association, Inc., 250 West 57 Street, New York.
EFLA No. 1959.3843.

LANDERS EVALUATION:

Several students discuss what citizenship in action consists of, gradually developing that it means respecting the viewpoints of others, knowing the laws of the community and obeying them. The faculty advisor points out that working out citizenship problems gives individuals self confidence. He cites an incident in which a group of adults saw a need for a traffic light at a certain spot and the procedure by which they got one installed. The question of school elections is discussed and the comment made that the students are indifferent and shallow in their thinking about candidates. The idea is suggested that students be required to register before they are allowed to vote, to make the procedure more official. We see individuals taking part in the processes of their governing units and gaining experience that gives confidence.

The idea of discussing citizenship in order to create a clearer, better understanding of its responsibilities and privileges is a worthy subject; however, this film is slow, wordy and uninspired. The sequences are long drawn-out classroom settings in which someone talks interminably. Technical quality of the film is very poor, the lip-sync is not properly synchronized, the camera angles are static, photography uneven and fluttering. Some of the scenes explaining the work of the student council are fair and might be of interest to students desiring to take an active part in council work in school.

Landers Film Reviews, 4930 Coliseum Street, Los Angeles 16, California

Evaluation by the Research Staff

CITIZENSHIP IN ACTION attempts to accomplish a great deal more than its companion, STUDENT GOVERNMENT AT WORK, toward the communication of new ideas.

Some technical defects were found to be present. However, audiences of all ages will gladly overlook technical defects if a film is about a subject in which they are interested. Thousands of good teachers are deeply interested in furthering student council work, but are seriously short of visual aids. Therefore, they may be willing to meet this film more than half way, to extract benefit from it, and to make good use of it.

The content of CITIZENSHIP IN ACTION is so complicated that no synopsis by the staff could add to the synopsis of Miss Landers and EFLA, already quoted. Many of the individual scenes are adequately realized. Most of the students are well cast. Some of the adult speakers (who dominate the film with their pedantic monologues) have positive screen personalities. Others do not.

The basic weakness of the film lies in the lack of a professionally-written scenario that would have been "shootable" as well as readable. Experts must be consulted by the screen writer, and their advice must be followed; but combining the ideas of a group of distinguished experts and executives does not automatically produce a script from which a director can make effective teaching films.

2. MAJORITY VOTE. National Film Board of Canada. 1953. 7 minutes.

No student could be found who remembered ever having seen this film, or anything like it. No educator or AV department seemed to know of the existence of the film.

Evaluation by Film Reviewing Services

> "I interviewed Emily Jones, executive secretary of the Educational Film Library Association. Among other things, she said she wanted to call my attention to a generally overlooked example of good film-making entitled MAJORITY VOTE. In addition to her association's official evaluation, attached herewith, she made the personal comment, 'The students in this film are more lively and natural, and the whole of the script more stimulating, than some of the American films for student council education. MAJORITY VOTE is part of a Canadian series entitled WHAT DO YOU THINK? Its purpose is to stimulate discussion.' "
>
> —**Notes and comments.**

EFLA EVALUATION:

Subject Area: Social Ethics

Evaluator: Hempstead Schools, New York

Synopsis: Designed to promote discussion on question of whether an elected representative of a group may legitimately support a measure disliked by the majority of those who elected him. High school students disapprove their student council representative's support of a measure to curtail extra-curricular activities. He defends his action by pointing out that class members did not participate in discussions of the measure.

Uses: To stimulate discussion on the duties of an elected representative and voting members of a society.

Age Level: Junior and senior high.

Technical: Sound—good; Photography—good.

Comment: Presents a very true-to-life high school situation and does it in a natural manner. Shows that the majority of the people are apt to be apathetic about government except when their toes are trod upon.

Rating: Excellent.
Copyright 1955 by Educational Film Library Association, Inc., 345 East 46 St., New York 17.
EFLA No. 1955.2762

Evaluation by the Research Staff

The film was shot in a Canadian high school entirely in live sound. The well-chosen cast of mature-looking seniors enact their parts very naturally and deliver their lines with the ease of professionals.

Elementary in subject-matter, the entire film deals with one simple situation in one set, a small classroom. The class delegate to the student council comes back to her class to report a council decision limiting the number of clubs that any student may join. Disputes arise. The small group meeting soon becomes disorderly, with violent arguments. The council delegate leaps on a desk, pleads for respect for majority rule, makes her point, and calms down the students.

The film teaches little beyond this one rudimentary idea, but its uncompromising realism in showing natural student behavior is in commendable contrast with the lugubrious style of direction in some American productions.

MAJORITY VOTE is an "open end" film, designed to be followed by discussion. As such it has several possible uses. First, it is a "home room" film and could be shown in home rooms, followed by a well-directed discussion. Second, because it provokes thought on a basic subject, it could be used as introductory discussion material in any new council. Third, student groups interested in producing their own films should see MAJORITY VOTE for its own sake as a motion picture that is written, directed, acted, lighted, and photographed with professional skill.

3. NATIONAL CONFERENCE, NASC. 1959. 20 minutes.

A newsreel is made some years at the National Conference of Student Councils. The various examples differ in quality and content. The only example available to the research staff was the 1959 issue.

Evaluation by Students

> "It helped me some. It showed how they divided the convention into different smaller groups, to get things done quicker. That's a good idea."
>
> —**Student Councilor, South.**

Evaluation by Educators

> "The reason they all like the newsreel of the National Convention is because you get to see the delegate you sent there—somebody you know. We show it every year at our state convention."
>
> —**Sponsor, South.**

There is reasonable doubt that the following evaluation refers to the same film reviewed by the research staff, but it definitely refer to a newsreel releasd by NASC:

> "It is a tremendous experience to see all these student leaders, the cream of the national crop, in action. My kids sensed all this through the film, visually. Next to going there, the best thing is seeing this film. They got quite a kick out of it. And so did I."
>
> —**Sponsor and Assistant Principal, North.**

Evaluation by the Research Staff

Filmed mostly outdoors as delegates were entering or leaving the building, or relaxing on the grass between sessions, actually the film is a home movie about some of the participants and does not show the work of the conference.

4. **PARLIAMENTARY PROCEDURE. National Film Board of Canada. 1955. 22 minutes.**

No students, educators, or AV directors among those interviewed had any knowledge of this film.

Evaluation by Film Reviewing Services

EFLA EVALUATION:

Subject Area: Parliamentary procedure; social studies.

Evaluator: Teachers College, Columbia University.

Synopsis: While a meeting is in session, the commentator points out the rules for conducting a meeting. Discusses the reasons for orderly business, how a motion is taken and seconded, the functions of the chairman, making an amendment. Deals briefly with other details of procedure, such as the point of order, point of information, appealing a decision, etc.

Uses: For instruction and review of rules of parliamentary procedure.

Age Level: Junior-senior high, adult.

Technical: Sound—good; Photography—excellent.

Comment: The obvious points in parliamentary procedure are stressed, whereas technical, difficult details are treated too briefly. Second part of film is paced too fast for instructional purposes. High school students may not care for its humorous approach.

Rating: Fair. L. C. Fi A55-1143

Copyright 1958 by Educational Film Library Association, Inc., 250 West 57th St., New York City.
EFLA No. 1958.3603

Evaluation by the Research Staff

An adult meeting is seen in session. The film illustrates how the rules of parliamentary procedure facilitate the orderly conduct of the meeting. The commentator joins the meeting, and in a light, informal manner explains the functions of the chairman, the purpose and correct manner of presenting a motion, an amendment, an amendment to an amendment, a point of order, a point of information, and the application of other parliamentary rules, up to and including the motion for adjournment.

Well acted and technically competent, with touches of humor to heighten interest, this capable Canadian production covers much the same materials as the several American films on the same subject, but manages to put its points across without listing them on paper or showing charts, as the others do. It can give the teacher good assistance in introducing the thorny subject of parliamentary procedure to a council or in the junior high school. The script is written with logic and clarity.

The fact that there are several parallel films on this same subject provides the teacher with an unusual opportunity for reviewing the subject several times without rerunning any film already shown. This Canadian version shows respect for the limits of the film medium, does not try to exceed those limits, and consequently is one of the several good films in this group.

5. **PARLIAMENTARY PROCEDURE. Coronet. 1952. 11 minutes.**

6. **PARLIAMENTARY PROCEDURES IN ACTION. Coronet. 1941. 13 minutes.**

In some cases it was established that interviewees were referring to the newer film, released in 1952. In some cases they may have been describing the 1941 film. In a few cases they had seen both verisons. Since there was considerable cross-identification, student and educator comments on these two films are combined.

Evaluation by Students

"It helped, and I enjoyed it. I didn't see it in council but in speech class, long ago. I remember it now because I think it would be interesting and more fun to hold a really formal meeting, if you didn't do it all the time, but every once in a while. I think knowing parliamentary procedure will help you later on in life. You might use it if you became an officer of the PTA, or something like that."

—Student Body President, West.

"I learned from this film that I had been doing the wrong things in parliamentary procedures. I still don't know much, but the film taught me enough to know I'm in the wrong. The film was not too detailed. It was just enough. It showed a motion carried through to the finish, so that we could do the same after seeing it. Whenever they started something in that film, they finished it."

—Student Councilor, South.

"Student reaction to this was that the film was dated because of the attire of people in it. My students laughed at the dress of the people in this film."

—Sponsor, West.

"I think it's quite complicated. They throw all those terms at you. It wasn't beneficial. It confused us more."

—Student Councilor, North.

"The film PARLIAMENTARY PROCEDURE is good as far as it goes but it doesn't go far enough. We need a more advanced film showing how to handle more complex proceedings, such as amending the amending of the amendment. Student organizations don't go deep enough into parliamentary procedure to handle the situations that arise in their own meetings."

—Student Councilor, South.

"I saw it in ninth grade English. It was an exceptionally good film, very helpful because our teacher first went over a pamphlet on parliamentary procedure put out by one of the large chemical companies. Then we saw the movie. Afterwards we went through the pamphlet again, and finished learning a complete explanation of the average occurrences of parliamentary procedure used in meetings. We have never asked to see this film in student council because here we don't use much parliamentary procedure. Our meetings are run more or less on an informal basis."

—Student Councilor, West.

Four other students said they had liked the film and that it had helped them.

Evaluation by Educators

Q: "Have you ever used any films in connection with your council?" A: "No. I once got one on parliamentary procedure for a course in public discussion. I didn't like it." Q: "Did you show it to the class or did you decide against it and not even bother to show it?" A: "It was a joint operation. A preview of it was shown anyway because the class had been scheduled for an audio-visual aids room. It seemed silly not to show it to them." Q: "Why didn't you like the film?" A: "Because the situations shown were so obviously prepared and the students spoke the way no students speak. And it was obviously like a homemade dress with its pattern and design numbered so and so, and yet it was a commercial film."

—Sponsor, East.

Evaluation by Film Reviewing Services

EFLA EVALUATION:

PARLIAMENTARY PROCEDURE. 1952.

Subject Area: Parliamentary rules.

Evaluators: Bradley University, Wayne University.

Synopsis: A demonstration of parliamentary procedure in a meeting. The call to order, reading of the minutes, treasurer's report, reports of standing committees, executive committees, unfinished business and new business are illustrated. There is special emphasis on the procedure for making motions and amendments to motions.

Uses: To give students an idea of the value and practice of parliamentary procedure for civics classes, political groups, and clubs.

Age Level: Junior and senior high, Bradley adds college, adult.

Technical: Sound—good; Photography—good.

Comment: Wayne—No inspiration for practicing parliamentary procedure. Practices pictured give audience little valuable information. A teacher could do as well or better. Bradley—Very simplified. No deviations are included. First and second amendments not clearly defined.

Rating: Fair to good—Bradley. Fair—Wayne.

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EFLA No. 1952.1480.

Evaluation by the Research Staff

PARLIAMENTARY PROCEDURE. Coronet. 1952.

The Safe Driver's Club assembles for a meeting. At first the members seem to be mostly senior high school students, but as the film unfolds about 90% of the talking is done by adults, some quite elderly, leaving the young people with only a few bit parts to play.

The adult chairman guides the meeting down the list of points on his prepared agenda, demonstrating familiar points of parliamentary procedure. Before adjournment, the narrator recapitulates what has been taught. The content parallels that of the other films on the subject, but is less complete. Young audiences will find it difficult to identify themselves with the adults who dominate the film.

Evaluation by the Research Staff

PARLIAMENTARY PROCEDURES IN ACTION. Coronet. 1941.

Shot entirely in live sound with a student cast at the University of Indiana High School, this film confines itself to one situation in one set, with no adult appearing.

The high school dramatic club, of about 15 members, is holding its regular meeting in a classroom. The film tells the complete story of this typical meeting, from opening to adjournment, for the purpose of demonstrating parliamentary procedures in action. Nothing is omitted or condensed.

The chairman is a young man of considerable maturity and poise. With firm parliamentary skill, he guides the meeting through its prepared agenda. The minutes are read. Various motions are introduced, debated, disposed of; amendments are amended; contested motions are voted upon; and a wide variety of other parliamentary steps, large and small, are brought up in rapid succession and briskly ruled upon. Except for the over-long reading of the minutes in the opening scene, this fact-packed film does not drag. Its business accomplished, the meeting adjourns.

PARLIAMENTARY PROCEDURES IN ACTION accomplishes, with grim efficiency, what it sets out to do: depict a complete, well-conducted student meeting. As such, it has instructional value, in the impersonal sense. Although a dramatics club is shown, the entire content of the film applies with equal force to student council meetings or to any meeting.

The students in the film perform in a stilted, stiff manner. More relaxed action and natural "lines" would have enhanced the material presented.

This, not lack of content, likely accounts for the low opinion with which sophisticated urban students described this film. For less critical students, and especially for beginners, the film is useful. The teacher who uses this film should strive to introduce it in such a manner that students will concentrate upon its educational content.

7. MR. CHAIRMAN (The Fundamentals of Parliamentary Law). Encyclopaedia Britannica Films. 13 minutes.

This film had not gone into general release when the survey was completed in the summer of 1960. It was understood to be available for the fall term. Consequently, the investigators could obtain no evaluations from students or educators, nor had the film reviewing services yet reviewed the film.

Evaluation by the Research Staff

This excellent new film is composed of semi-animated color cartoons that combine instruction and entertainment in a high degree. The cartoon-figure narrator purports to be none other than Henry Martyn Robert, author of Robert's Rules of Order, amusingly and sympathetically portrayed. He shows and tells how to apply his rules sensibly in a wide variety of adult situations, some quite funny. One example is a high school meeting. Although most of the caricatures are of adults, the entire film is warmly related to youth interests.

H. M. Robert gives complex explanations in technical terms, but no more than are necessary to cover the difficult technical subject. The direct educational content of this new film on parliamentary procedure is clearer, more detailed, and also livelier, than any of the others. The imaginative and witty approach gives the film variety and breadth.

Some teachers may consider MR. CHAIRMAN too fast-moving and condensed to be used as introductory material in junior high schools, but it should be highly suitable for intermediate and advanced groups of parliamentarians at the senior high, college and adult levels.

Tasteful use of bright, pleasing colors justify the extra cost of the color version.

The competent casting of professional voices, played for dramatic effect, adds much to the film's impact. The use of cartoons effectively forestalls any problem of fashion or hair styles.

For satisfaction of the viewing tastes of the television generation, plus success in teaching a difficult subject, MR. CHAIRMAN is one of the most effective visual aids yet produced on parliamentary procedure.

8. SPEECH: CONDUCTING A MEETING. Young America Films. 1952. 12 minutes.

No student interviewee could clearly recall having seen this film, although it is quite different from the others.

Evaluation by Educators

"The leader shown in this film is sickening. Adult cast makes it unrealistic for teen-age audiences. Not good. Don't care for it. Have never seen a good film on parliamentary procedures."

—Teacher, Junior High School, North.

". . . there is a parliamentary film that is something about a group that is working on a business meeting. It starts out as a jumbled mass of conversation, and then you get this voice off camera saying, 'All right, now, let's stop and reconsider.' Then they sit down and organize a meeting and the meeting runs pretty well. They show them why parliamentary procedure, and it is a pretty good defense of it."

—Sponsor, Junior High School, West.

"The film, 'How to Conduct a Meeting,' was quite funny in spots, and also made many helpful points. A professional actor, a comedian, ran the meeting incorrectly. He did all kinds of crazy things. My kids were rolling in the aisles, literally. Then the actors turned around and conducted the meeting properly. We had a lively discussion afterwards. This is the kind of film-making that establishes good motivation, or let's say, gets the kids' attention."

—Educator, East.

Evaluation by Film Reviewing Services

EFLA EVALUATION:

Subject Area: Public Speaking.

Evaluators: Hempstead Schools, N. Y., Dallas Public Schools, Wilmington Board of Education.

Synopsis: A group of adults, all talking at once, are involved in a discussion. Suddenly a voice calls the group to order and advises them on the correct way to hold a meeting. Parliamentary rules of procedure and the order of business are demonstrated from the first call to order to the final adjournment. Review of important features of meeting at end.

Uses: To teach parliamentary rules and effective chairmanship; to show individual responsibility in group meetings; for speech and English classes.

Age Level: Junior and senior high, college, adult.

Technical: Sound—Exc.—Wil., good—Hamp & Dal; Photo—exc—Wil, good—Hempstead and Dallas.

Comment: Wilmington—Procedure review fine. Value of clear speech stressed. Hempstead—Effective technique utilized to point out incorrect procedures. Dallas—Depicts only a formal type of meeting.

Rating: Excellent—Wilmington; Good—Hempstead and Dallas.

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EFLA No. 1952.1446.

Evaluation by the Research Staff

An adult club meeting demonstrates parliamentary procedure in action, after a disorderly start proves the necessity for rules. The content of the film thus parallels that of several others, but in more novel forms. The unseen narrator corrects the chairman, reproaches the members, and generally runs the show, without ever appearing. When lengthy operations, such as reading the minutes are begun, the film lap-dissolves ahead to their ending, to save time. The meeting gets completely out of hand again, and the narrator has to intervene. The deliberate use of parliamentary maneuver for trickery is shown, and condemned. Toward the end, the narrator recapitulates the main points that have been demonstrated, and the meeting adjourns. A great many points of parliamentary procedure are covered, but not always lucidly.

The film does not talk down or condescend. It is directed with professional competence, and has more human interest than the other films on parliamentary procedure. No teacher should show this picture without previewing it, because it is different—but for that reason it may be more acceptable to some audiences than the conventional films on this subject.

9. STUDENT COUNCIL 1960 ELECTIONS. Film made by students at Whitehall-Yearling High School, Columbus, Ohio. 1960. 13 minutes.

Evaluation by the Research Staff

This amateur production is significant of a trend toward home movies filmed by students in an effort to make up for the lack of new visual aids in student council education, and also to achieve self-expression in a subject they value highly. As such, it merits serious attention.

According to Mrs. Compton, the council sponsor, the film was shot in two weeks and edited in one week, at a total cost of $150. The 16mm. camera belonged to the school and had previously been used to record athletic events.

The initial idea was Mrs. Compton's. One student wrote the script, advised by her. Other student councilors directed, photographed, recorded and edited the film themselves without assistance. The chief credits go to students Bill Cornell and Bob Leonard.

The purpose of the film is to show how elections are conducted at Whitehall-Yearling. The film achieves this purpose with a commendable degree of competence and completeness. The entire election process is depicted in orderly sequence that gives it educational value: the first petitions, the campaign, the elections (using real voting machines), the special general assembly (well organized), the installation of officers, an inaugural banquet (attended by many parents), and an inaugural ball.

Photography is well-composed and in focus, with a fairly extensive use of close-ups. Editing is good, with two or three bits of humor created by cutting. Slow-motion photography is also used for humor. Lighting of interiors often is inadequate, but this technical detail should be forgiven in any amateur production.

The film has a wholesome outlook and shows imagination. The student narrator has a natural quality and speaks the language of the high school student. We observed a student audience watching this film and they received it well. The fact that the picture was produced by **students** seemed to exercise a strong favorable influence on the student audience. For them, it had charm. Even the shots that would be cut out of a professional film—students acting self-conscious or "mugging" the camera—were approved because they were being done by fellow students. The audience also accepted the narrator completely because the ideas he expressed were being put into words by one of their contemporaries.

Since the final test of any film is how well it is received by the audience for which it is intended, these student reactions to this home movie possess significance for all producers of educational films.

As of June, 1960, there were two versions of the Whitehall-Yearling film. One was the 16mm. original, accompanied by a quarter-inch tape that can be played more or less in synchronization with the scenes by stopping and restarting the tape player. The second was a low-quality kinescope of the TV image of the original with an adult announcer narrating. However, Mrs. Compton said that she hoped to have at least one regular 16mm. sound print ready for loan in the autumn of 1960.

In the interviews, student leaders and council sponsors asked for a film showing how to conduct elections. The Whitehall-Yearling student-made film could help fill this need, has definite value for new councils, and should be seriously considered for national distribution.

10. STUDENT GOVERNMENT AT WORK. Coronet. 1953. 11 minutes.

This film often is referred to as THE STUDENT COUNCIL IN ACTION, as a result of confusion with two other well-known film titles ending with the word "in action," and also as a result of confusion with a popular filmstrip bearing the identical title.

Evaluation by Students

> "At the regional convention two years ago we saw this film that showed a student council at work. It was pretty good. I really enjoyed it. Not many students can get as much out of reading rules as seeing a council in action."
>
> —**Student Councilor, South.**

> "I think it's a good film, but the problem it shows them solving doesn't exist for us. If we wanted a better place to eat we'd take it to the faculty and there'd be no problem because our students and faculty are very close. But for some new officer who needs to know everything, the film is typical student council and very good."
>
> —**President of Student Council, North.**

Evaluation by Educators

> "My council seemed impressed. It's the only film we've ever shown. They saw they could watch another council as outsiders and pick up a few pointers. I wish now that I had led a thorough evaluation; it would have been a good idea."
>
> —**Sponsor, North.**

Evaluation by Film Reviewing Services

EFLA EVALUATION:

Subject Area: Student government.

Evaluator: Berea College, Kentucky.

Synopsis: How an active and effective student council works and how it benefits an entire school is described in a survey of two meetings and the detailed work of one committee. Parliamentary procedure, choice of problems presented on agenda, scientific method of approach to and solution of everyday problems, such as lunchroom congestion, reveal basic principles of successful student government.

Uses: For high school student bodies and student councils; for administrators, teachers, and PTA's; for social science classes.

Age Level: Junior and senior high, adult.

Technical: Sound—good; Photography—good.

Comment: The school situation is perhaps too ideal. Strong organization. Fine illustrations of fact finding and policy making.

Rating: Good.

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EFLA No. 1954.2371.

Evaluation by the Research Staff

In a large modern high school, a student council of about 15 members is holding a regular meeting. The chairman has a prepared agenda. As the topics are discussed, the film cuts away to illustrate different council activities, such as helping in the library.

The main topic is the unattractiveness of the lunchroom. The council discusses it and appoints a committee. Later the committee gives its report, illustrated with scenes of how they investigated and prepared a report on the problem. The council prepares recommendations to the principal. The sponsor and several councilors present the recommendations to the sympathetic principal.

The successful solution of the problem of the unattractive lunchroom is shown. The narrator then recapitulates the steps followed by the council in completing its project successfully.

Brief as the film is, it defines the relationships of both the principal and the sponsor to the student council, and of the sponsor and the principal to each other. No other film does this so well.

STUDENT GOVERNMENT AT WORK is well cast and well directed. Adults and students carry out their parts well. The film is mostly narrated, with some live sound in the council meetings. Photography and sound are good. Instructively and concisely, the film achieves its stated aim of showing student government at work. However it was felt that redecorating the lunchrooms was not a particularly strong choice of project compared to the more dramatic issues available, involving moral values rather than material conditions.

11. HOW TO CONDUCT A DISCUSSION. Encyclopaedia Britannica Films. (Produced under a grant to the University of Chicago under the Fund for Adult Education of the Ford Foundation, in 1952.) 25 minutes.

Evaluation by the Research Staff

An adult narrator introduces the subject. He continues to narrate as various sorts of adult discussion groups are shown in action. The advantages of two discussion leaders, and of rotating leaders, are illustrated. A series of well-chosen adults express divergent views on the question of summarizing a discussion. The narrator presents 11 large placards lettered with the basic qualities of a successful discussion group, and goes on to explain and illustrate each point with good and bad examples. Varying techniques of discussion are briefly explored, including a brief glimpse of dramatic role-playing. The 11 points made, the narrator quickly recapitulates what he has taught.

The script is well written and well organized, considering the wide variety of scenes and situations it presents. Direction and photography are of professional caliber. The pictorial composition of 20 to 30 different group meetings, each in a different set, avoids monotony.

While the points were clearly illustrated, it was felt that some were not of the importance given them in the script. A shorter, more concise film might have served the purpose better.

12. WHO'S RUNNING THINGS? National Film Board of Canada. 1954. 6 minutes.

Evaluation by the Research Staff

This is an open-end film, with a lively plot and heated conflict. It invites the audience to decide who is right.

The boys in a high school gym group have elected a leader and given him authority. Now he wants to impose a penalty for breaking the rules. The leader says they cannot stop him. The boys say they can. The film poses but does not answer the question, "After a leader is lawfully elected, can those who chose him justifiably over-ride his authority?"

The film is well made with professional skill in photography, sound and direction. The students in it are natural and convincing.

The purpose of this brief film is to stimulate group discussion. It should be thought-provoking in educational situations where the basic concepts of self-government are only beginning to be introduced, and need to be clarified in the students' minds. The film would be of less interest to advanced classes of experienced councils, but it is so short, well-made, fast-moving, and pointed that it deserves consideration by any youth group with a discussion leader able to handle the implications of the unanswered question.

While especially suitable for junior high school levels, groups of all ages may think hard upon the remark in the film, of an angry boy: "Since I didn't vote for you, but for the defeated candidate, I'm not going to obey any law you pass."

Motion Pictures Indirectly Related

(The number preceding each film title refers to the film's listing in the catalogue in Section IX.)

1. ACT YOUR AGE. Coronet. 1949. 14 minutes.

Evaluation by the Research Staff

Why do so many intelligent high school students have sudden fits of acting childish? ACT YOUR AGE answers this complex question with understanding and kindness, in the teen-ager's own language. The boy, who appears to be about 16, plays his part naturally, as do the sympathetic principal and the janitor. The script, realized partly in live sound and partly in narration, keeps the subject simple and unembarrassing. (As in MIKE MAKES HIS MARK, the story starts with a thoughtless act of vandalism.)

The film could be a discussion starter for high school groups, and is suitable for presentation to the freshman class by student councils. It has no direct use in student council education but does touch upon aspects of school citizenship. Production is competent throughout.

5. CITIZENSHIP AND YOU. Coronet. 1959. 14 minutes.

Evaluation by Film Reviewing Services

LANDERS EVALUATION:

This is a situation film which illustrates the fine points of good citizenship by showing a father and son discussing the points as they have experienced them in their daily activities. Larry Keith has composed a list of the requisites of good citizenship, but he has not thought through the list to see how the points apply to his own life. He thinks citizenship is something his father has, but has not realized he has certain responsibilities of good citizenship himself. Through the use of flashbacks, Mr. Keith recalls to Larry's attention incidents such as the school cancer crusade, and the student council election as good citizenship obligations. Mr. Keith and Larry study his list of points starting with number one, which says, "A good citizen is aware of his privileges." Other points are, "A good citizen is aware of his obligations"; "A good citizen keeps well informed of civic events that may not concern him personally." At the end, Larry finds out that citizenship is something he is practicing without even thinking about it. He realizes good citizenship helps to get things done and makes living with people more satisfying. An excellent film which presents a lively and stimulating discussion about citizenship. Each point discussed is illustrated with action shots. Recommended for social studies and civics in junior and senior high grades.

Landers Film Reviews, 4930 Coliseum Street, Los Angeles 16, California.

7. DEVELOPING LEADERSHIP. Coronet. 1949. 10 minutes.

Evaluation by the Research Staff

The story opens with five students meeting in an impromptu manner to discuss what they can do to help the victims of a flood nearby. This is not the student council or a club, but merely a chance grouping of acquaintances.

A leader emerges, and the adult narrator explains how and why this happens.

The three boys and two girls decide that they will gather toys for the homeless children. They collect toys, repair and paint them in the school workshop. Dissension and personality clashes among the five friends are shown, but their leader holds them together. He also is shown taking advice from another boy when necessary and even yielding his leadership to carry the project through.

The toys are packed and sent off. As a result of the group experience, several students have learned to cooperate.

The film then leaves the students and goes on to depict formal leadership in the adult world. Spontaneous leadership is related to elective leadership in school organizations.

Despite good intentions, DEVELOPING LEADERSHIP is rather inconclusive. Its utility may be limited for some users by the fact that the visual effect of the toy-painting project gives this film a childish air.

8. FRESHMAN ORIENTATION. Made by the Student Council of the Inglewood High School, California. 1959. 30 minutes.

Evaluation by the Research Staff

Inglewood High School is a large, colorful school. This good amateur color film captures its attractiveness and spirit. Structurally it is an orientation tour of the entire school, showing its many impressive facilities, activities, special courses, and sports programs. The student council's role is mentioned in passing.

Each scene is explained by either a boy or girl narrator, speaking alternately as a team, the boy to the boys, the girl to the girls. Narration is tape recorded and has to be played separately. The student voices deliver the script in the teen-agers' own language, giving it qualities of freshness and reality.

From the strictly educational point of view, it is difficult to see how the Inglewood orientation film can have more than local usefulness; but perhaps some student leaders and sponsors, after reading this description, will want to borrow it for other reasons. Certainly any student council planning a film production project should see this well-made, well-written student film. The Inglewood production deserves a sound-on-film combined print, as the separate tape recording requires a dexterous operator to keep it synchronized with the film.

10. **MAKE WAY FOR YOUTH. Association Films for the National Social Welfare Assembly (comprised of about 20 national youth organizations). Made in Madison, Wisconsin in 1947. Narrated by Melvyn Douglas. 20 minutes.**

Evaluation by the Research Staff

The film opens on juvenile street fighting in which the newspaper editor's son is killed. Soon an inter-faith, city-wide campaign is under way, involving many different social agencies, and culminating in the formation of a Youth Council. The narrator's theme is "Tear down the fences between people." Reconciliation between ethnic and religious groups is the keynote, but mildly handled. The city government and the churches become involved, but the city schools are touched in only one brief scene. A big community dance is held. There is a campaign to clean up vacant lots. The narrator says that the formation of the Youth Council has been a tonic for the whole community by bringing all races and religions together. The film ends on symbolic scenes of large crowds of teen-agers planting young trees for the future.

This film, of professional quality, might be used as an orientation film for student councils interested in co-operating in community youth projects. The picture contains positive values in teaching the democratic process. For example, it is the only film of those examined that even mentions the existence of ethnic and religious prejudices among young people, and how to do something to over come them. The tone, however, is restrained and moderate. The B'nai B'rith has been active in distributing this film.

11. **MAKE YOUR OWN DECISIONS. Coronet. 1951. 11 minutes.**

Evaluation by the Research Staff

This film shows how inability to reach decisions can lead to insecurity, worry, and childish dependence upon others.

It tells the story of Jane, a girl about 17 years old. She is not in a school situation, but at home, with her family and girl friends. It is shot partly in live sound, alternating with narrated sequences.

Although Jane enacts her difficult role fairly well, parts of this sentimental film may seem exaggerated to critical teen-agers, especially at the opening. However, MAKE YOUR OWN DECISIONS is a sincere attempt to deal with a serious problem that causes emotional disturbance in many youths.

12. **MIKE MAKES HIS MARK. Agra Films for the National Education Association. 1955. 30 minutes.**

Evaluation by Educators

> "At the very beginning of the year, during our orientation time, this film was shown to the entire student body of our junior high school. First, we **explained** what its objectives were and what to watch for. Afterwards, group discussions of the film were held in all home rooms. We wanted to establish a philosophy, from the start. The students accepted it very well and took it very seriously. Later that year we had to discipline a boy for 'making his mark' improperly and he referred voluntarily to this film that he had seen months earlier. It is a very useful film **provided** it is used at the right time, properly introduced, and actively discussed afterwards."
>
> **—Junior High School Principal and Student Council Sponsor, North.**

Evaluation by the Research Staff

A defiant and destructive eighth-grade boy from a poor family is gradually won over, transformed, and started on the right road to life through the patience and tact of his teachers, the principal, and schoolmates. The symbolism of "making his mark" by an act of vandalism—defacing the school entrance—into making his mark as a good citizen is well developed.

This is distinctly a junior high school film of the type best shown to the new seventh graders in assembly. Its quality is well above the average, and the bright color adds interest. Perhaps the junior high school student council, instead of the principal, could present this film to the new students, as a council activity, although it is not related directly to student council education as such.

17. **PRACTICING DEMOCRACY IN THE CLASSROOM. Encyclopaedia Britannica Films. 1953. 22 minutes.**

Evaluation by the Research Staff

The story opens with a number of adults stating briefly what they expect their schools to teach their children in the way of citizenship. A large modern high school in Kalamazoo, Michigan, is shown. Mr. Davis, a teacher of American history, tells how he guided his classes in working out new methods of learning by practicing democracy in the classroom.

His students discuss the different methods by which a class can be conducted. After comparisons, the democratic method is proved best. By applying what they have learned in American history, they work out new objectives for the year and shape entirely new, less formal methods of study. Mr. Davis also confers with a parents' group, who question and criticize him. He defends what he is trying to accomplish.

As their main objective, the students choose to seek an answer to the question, "What democracy means to me." They divide into small groups to study specific aspects of the question more or less "on their own," with Mr. Davis merely visiting each study group in turn. Changes in attitudes are shown taking place in different students. For example, a domineering boy is learning to co-operate; a shy girl is learning to speak out.

Now the students raise the question of whether their own community is practicing democracy. They go out into the streets and question citizens in various walks of life.

Using diverse techniques, such as the radio program in which student actors speak the words of the founding fathers, all the groups combine to pool their findings in a general meeting. The chairwoman of the League of Women Voters speaks briefly to the class.

Finally the new-style class holds an evaluation session, at which each student rates himself and what he has done each day, according to his worksheet, and all take a series of achievement tests. Further improvement in individual students has occurred.

Mr. Davis then sums up what has been accomplished in developing a new, more democratic technique of teaching that is applicable to any subject and any age group.

PRACTICING DEMOCRACY IN THE CLASSROOM attempts to cover far more than is usually planned for a film of this length, yet on the whole it achieves its aims fairly well. Although parts are vague and the narration does not always fit the scenes shown, the script presents new ideas of interest to teachers.

18. PRODUCTION 5118. Wilding for Champion Paper and Fibre Company. 1955. 30 minutes.

Evaluation by Educators

> "I saw PRODUCTION 5118 at the state association convention. It was shown to the faculty advisors there and started a good, live discussion. I'd certainly like to show it to the council and I'd like the faculty to see it."
>
> —Sponsor, East.

Evaluation by the Research Staff

Although intended primarily for adults, this unusual drama about transmitting ideas fully and clearly can be shown with benefit to student councils, clubs and in speech classes. It has the advantage of dealing effectively with a universal problem in human relations at all age levels: **communication,** the essential link by which we understand and are understood by our business associates, friends, and fellow citizens. It is well done, with intriguing use of situations and when properly utilized can effectively stimulate discussions.

19. SHY GUY. Coronet. 1948. 13 minutes.

Several students mentioned seeing and liking a film about a young man who suffered from shyness and overcame it, but gave no facts sufficient to quote.

Evaluation by Educators

> "For many years I showed SHY GUY every semester in our senior problems classes, and I showed it to my student council, too. [She retells the story in detail and praises it]."
>
> —State Secretary, West.

Evaluation by the Research Staff

This is a sensitive and sensible presentation of the problem of the shy boy who transfers to a new high school and has difficulty in making friends. It is well written, well cast, and skillfully directed. "Shy Guy" is tall, handsome, mature, and plays his difficult part with engaging modesty. His father, who gives him advice, turns in an equally fine performance. Most students will become personally concerned with Shy Guy's awkward steps toward adjustment, and share his happiness at the ending, when he is surrounded by pretty girls and friendly fellows, in his home radio workshop.

Student councils might like to present this film to audiences of new students, as a friendly service to newcomers. The film has little value as a discussion-starter; it is so simple, clear, and complete that it leaves little to say. The production is of professional quality throughout.

Except for brief talks in live sound by Shy Guy's father, the film is entirely narrated.

22. WHAT ABOUT SCHOOL SPIRIT? McGraw-Hill Text Films. 1959. 15 minutes.

Evaluation by Film Reviewing Services

LANDERS EVALUATION:

Designed to suggest that school spirit, rather than the immature concept of the frenzied sports rally, is a form of citizenship requiring the assumption of responsibilities, both curricular and extra-curricular. One of the films in the "Discussion Problems Series."

Landers Film Reviews, 4930 Coliseum Street, Los Angeles 16, California.

FILMSTRIPS

1. PARLIAMENTARY PROCEDURE. Educational Filmstrips. 1957. (For grades 4 to 7).

Part I. The order of business.

Part II. Nominations, elections and committees.

Evaluation by the Research Staff

Simple, clear, and complete. Presentations well suited for younger children.

2. PARLIAMENTARY PROCEDURE IN ACTION. Educational Filmstrips. 1958. (For junior and senior high schools).

Part I. The order of business.

Part II. Motions, discussions, voting, and committee reports.

Part III. Amendments and nominations.

Evaluation by Student Leaders

> "The filmstrip is childish, about eighth grade. Our librarian gave us lessons in parliamentary procedure that really helped us much more. In actual practice it's so much different than in the filmstrips. People don't concentrate on films the way they do on a good teacher talking."
>
> —Student Councilor, South.

The above is typical of several unfavorable comments on the age level of the filmstrips, expressed by senior high school councilors.

Evaluation by Educators

> "I would evaluate the filmstrips on parliamentary procedure as relatively good. However, I do feel that this is an area in which more could be done."
>
> —Sponsor, South.

> "They are in color and they are very attractively done. They begin with the simplest forms and take up more complicated things and fine points later. No separate commentary comes with them, but commentary is printed under each picture. I encourage all the clubs to use them. I don't think we do enough to teach parliamentary procedure. I notice the lack of training at adult meetings."
>
> —Sponsor, South.

> "They are done in cartoon, in caricature, rather than in any formal setting of students. The comments I have had from schools are that they think highly of them, consider them fine."
>
> —State Secretary, North.

> "Here in junior high school, our student council work is of an introductory nature. That is, we are teaching them what council work consists of. You might call it exploratory. That's why I selected the filmstrips and the film on parliamentary procedure for regular showings. They are good ones to start with. No, I didn't get them through the audio-visual system. I received mailed literature from their producers, giving a synopsis of the materials. I thought they looked very interesting and were exactly what we'd want. They were, so I bought them. They are too elementary for our senior high school; but for a senior high school that was just starting a student council [with totally unprepared students] these pictures would fit very well."
>
> —Vice-Principal and Council Advisor, Junior High School, West.

Evaluation by the Research Staff

The materials are well organized, concise, clear, easy to follow and understand. After reviewing many motion pictures, the filmstrips seem in some ways a better method of teaching this particular subject, with its technical complexities. The series is recommended for its educational value for the junior high school level.

3. **THE STUDENT COUNCIL IN ACTION. Educational Filmstrips. 1958. (For junior and senior high schools).**

   Part I. How to make the student council more effective.

   Part II. How the student council solves a real problem.

   Part III. Fifty prize winning ideas for the student council.

Evaluation by Educators

> "THE STUDENT COUNCIL IN ACTION is much better than the PARLIAMENTARY PROCEDURE filmstrip. It is in a series of three. They have put out another series that I don't have, something about the duties of officers. They are on a high school level, but I am told that they very much appeal to junior high school students."
>
> —Sponsor, Junior High School, West.

Evaluation by the Research Staff

This series is in color and uses cartoons instead of actors. The light touch and a little humor help to hold student interest.

However, in this difficult area of human relationships in action, perhaps the subject exceeds the limit of the filmstrip medium. Static pictures cannot completely tell living stories.

Some experts in student council education may object to parts of the content, such as too much time devoted to the tutor system, the principal acting as sponsor, the co-sponsor presenting a problem's solution instead of letting the students work it out themselves.

4. **THE CLUB OFFICERS IN ACTION. Educational Filmstrips. 1958.**

   Part I. The President.
   Part II. The Secretary.
   Part III. The Treasurer.
   Part IV. The Committee.

Evaluation by the Research Staff

This series would apply at any age when clubs are being formed and inexperienced officers installed. The first three parts are useful orderly summaries of the officers' differing duties. The fourth part, on committee work, is considerably broader in its effective introduction of the beginner to a committee's organization and its role in club work.

5. **LINCOLN HIGH SCHOOL ORGANIZES A STUDENT COUNCIL. Distributed by NASC. Produced by the Denver, Colorado, Public Schools.**

Evaluation by Educators

> "'Lincoln Starting a Student Council' is a filmstrip for a small school. It would give them some assistance, but for a large school, or for a school that has a student council already, it would not be one that they should use because it was primarily designed to show how you would go about getting a student council started."
>
> —Sponsor, West.

Evaluation by the Research Staff

The material is well organized and fairly well photographed. It provides as thorough and complete a survey of the steps necessary to start a student council as is possible within the limitations of the filmstrip medium.

To a large extent the content parallels that of the other filmstrip, THE STUDENT COUNCIL IN ACTION. There is little need for a school to acquire both items. This filmstrip also suffers from the same inability to impart dynamic activity to the human relationships being established. What it lacks, the teacher must personally supply.

As introductory material for junior high schools where a student council is being considered, this filmstrip, in the hands of a well prepared teacher, can be a useful aid.

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XI

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XI SURVEY OF AUDIO-VISUAL DEPARTMENTS

The audio-visual department from which the school draws its visual aids is an important factor in determining the utilization, or non-utilization, of any given film in a given school.

Therefore, it was logical to include investigation of the visual aids departments that were in direct contact with the 18 schools surveyed. It was necessary to find the answers to such questions as, "Were they alert to their schools' needs? Were their budgets adequate? Were their evaluation, procurement, and distributing systems efficient? Could they be expected to increase the use of existing visual aids in student council education? Did they feel that new visual aids were needed?"

The following are quotations from interviews with audio-visual directors.

> "We have had this city audio-visual library since 1946. We own over 300 motion pictures and about 2000 filmstrips. In addition, we pay $500 a year to the state university in film rentals for specialized subjects used only a few times a year. We try to buy on the basis of the frequency of use. Before buying, I hold regular previews to which all the teachers of a certain class or a certain subject are invited. I show them everything I can collect that is new in their field. If enough of them want to use it, I buy it; otherwise I rent. We just ordered more than $1,000 worth of new filmstrips for science classes, every one previewed and chosen by most of the science teachers. We let children borrow filmstrips and projectors to take home and make up classes they have missed.
>
> "We do not have anything that pertains strictly to student council work. We have much guidance material that student counselors use. I'm not sure I know what things you are thinking about. We have two films on good manners. If we don't have the other films you mean, it's because teachers haven't asked for them. With our limited budget, we buy only what is in demand. Of course I would rent such films if they were requested and if I knew where to get them. You mention PARLIAMENTARY PROCEDURES. Yes, I have that; but it is used in a great many different classes. I see now what you mean by student council. I have had only one experience with them, and it was wonderful. They cut our annual losses of library books from 400 to about 46, in only three years, by taking the matter in charge and following through. They are quite an influence in our schools. We have relatively none of the gang difficulties prevalent in many places and we rather think that is due to the student councils."
>
> **—City AV Director, South.**

"I have never seen or previewed or heard of any films on student councils, or student organizations, or parliamentary procedure. We have some filmstrips on student counseling, but I guess that's not what you mean. I hope that next year there will be an audio-visual coordinator in this district and whoever it is will do a better job that I have done. It is getting to be a much larger job. We are going more and more to audio-visual."

—Part-time AV Director of a high school serving an extensive school district, South.

Q: "Do you know of any films or filmstrips on student council work?" A: "I haven't paid any attention. Coronet has lots of films on counseling and guidance and so do the university film libraries from which I rent. No, I have never received a request for any such films from anyone. If a school needs some special film like that, as in social studies, they order it themselves, not through me. I don't think they have an organized program. Yes, I suppose teachers would use such films if we called them to their attention. Every day piles of stuff come in here. I'd give anything if I could read it all and distribute it to all the teachers who might be interested. But it takes six months for me to get stuff back that I've lent. Usually it gets lost. I try to clean house and I find stuff that would have been good last year, and this irritates me. If I get involved with the stuff at all it means more hours. I'd like to read all these fine magazines we get from the national audio-visual program but I never get around to it."

—City AV Director, West.

"No, I have no such films. Perhaps the sponsor gets them himself. He has requested nothing from me. I have never checked sources on this subject. I think new films on student government would be of value, but I would rent them, not buy them."

—School AV Director, North.

"I am the full-time AV director for the school district, which includes the junior college, senior high, junior high, and eight elementaries. We have our own library of 420 films, and are the depository for a co-op library of 134 films. We have also 22 telephone company films and some government films, practically obsolete. We have 600 filmstrips. I also rented 695 motion pictures last year, at teachers' requests, from three university film libraries and other sources. I run a systematic and complete preview system on all new films for all teachers on all subjects they might possibly want, using written evaluation cards from every teacher. . . . No, I have nothing on student council education, and can't tell you offhand what exists in this area. There might be something related to student guidance. The only request I ever got for anything like this came from a social studies teacher, I think. If new films are available for student council education, I rather think I'd have to rent them rather than buy them. It's a matter of demand."

—AV Director, North.

"We make many of our own visual aids. Our teachers are such individualists they prefer glass slides that they can arrange in their own order with their own narration. They don't want to be bound to the frame sequence in a filmstrip. One of our teachers has worked for two leading educational filmstrip producers, helping them to produce scientific subjects. Our biology department makes its own micro-photographic slides. I teach art, and make my own slides. But we do own 30 to 40 motion pictures." [The Army orientation films from the 1940's, WHY WE FIGHT, and foreign travel films].

"No, we have nothing on citizenship. But I rent many films at the request of individual teachers. The big university film libraries give the best values. I always try Indiana first, then Illinois, then Minnesota, and occasionally a commercial library such as Ideal.

"No, I have never seen a film on student council education as such. We are very negligent in this area because we haven't had any requests for the subject. Normally it wouldn't be part of classroom work. Student congress is an extra-curricular activity."

—AV Director (private school), East.

One AV Director declined use of tape recorder, but gave permission for notes to be taken. His library serves a school whose outstanding student council contributed much to this report, is located in a city where councils have reached a high state of development in junior and senior high schools, and where city student council meetings are regularly held. In brief, the audience for student council films is exceptionally large.

This AV operation has 14 employees, including two full-time photographers, who produce 15 to 20 filmstrips a year and some motion pictures.

Its previewing and evaluation system is notable. One day each month, all teachers and department heads in each subject area gather to watch and discuss new films in their fields for the entire day. This has been very expensive because many substitute teachers have to be hired for that day, but the director considered it inadmissible to require teacher attendance at film previews after school hours. Notes taken at interview follow:

Q: "How many motion pictures do you have in your library?" A: "Approximately 5200." Q: "How many filmstrips?" A: "Approximately 7000." Q: "Do you handle other types of audio-visual material such as tape recordings, photographs, etc.?" A: "We handle charts, display cases, posters, models, slides, and recordings, both tape and disc." Q: "What are the steps for acquiring new films for the library?" A: "They are evaluated by the teachers in the subject fields and by the heads of the various departments to which the film is related." Q: "Do you have films or filmstrips that relate in any way to student council work?" A: "We have a copy of CITIZENSHIP IN ACTION, released by Indiana University, and PARLIAMENTARY PROCEDURES IN ACTION, a Coronet film. We have made our own tape recordings of student council programs. At the annual dinner programs, we have tape-recorded speeches." Q: "If you have such films or filmstrips, how much are they used?" A: "CITIZENSHIP IN ACTION had two bookings, one by a teacher group and one by a student group. However, one of our people has his own copy of this film and takes it to most of the schools. PARLIAMENTARY PROCEDURES IN ACTION had 13 bookings this year, and it is used mainly in speech and English classes in junior high schools—none for any student councils. We have no evaluation of each film or filmstrip each time it was used for the simple reason that they had been evaluated beforehand and if they were thought to be good films, they were bought." Q: "Have you had any requests for visual aids in the student council area that you cannot supply?" A: "No." Q: "Do you think new films in the area would be of value?" A: "Yes." Q: "Would you acquire them for your library?" A: "If the evaluation committee decided they were good, they would be bought."

—City AV Director, West.

"I have been in the educational film field since 1932. This department has about 20,000 prints of 4000 to 5000 sound motion picture titles which are distributed through 32 film centers scattered about the city in the different school districts. We are emphasizing educational films today a great deal more than formerly, and are doing our very best to strengthen and modernize our film collection.

"Filmstrip collections are kept mostly in the schools. Some have up to 2000 titles. The average might be 400. We have over 900 schools in our system." [Continuing, he described a wide range of production and distribution functions in every AV medium including many original innovations and achievements].

Q: "In all this activity, have you come across or produced any films for student council education, or to help council advisors?" A: "No, we haven't come to grips with this problem. I think it is one in which we would welcome constructive planning and proposals. Our student council program in the high schools of this city involves a lot of wonderful young people who certainly rate the best we can offer in the way of help. If there were good new films for the student council I would be very much interested and disposed to buy them."

—Dr. Edward Bernard, Director of Audio-Visual Instruction for the City of New York.

"Most of the films we use we rent from the various university libraries, although we do have a small film library of our own that grows slowly. We buy films only on a basis of demonstrated, repeated use. Most of our rentals come from the University of Michigan. The rest come from Indiana, Wisconsin, Illinois, and Minnesota.

"We don't use a great many films in this school. The learning climate here is comparatively rich and consequently the use of supplementary materials is handled a bit differently. We take justifiable pride in quite a capable faculty. They use supplementary materials if they wish to, but less than in many other schools. There is still a tendency to regard films as time-fillers. For example, film utilization will go up markedly just before a vacation period.

"You ask about films and filmstrips related to student council. My embarrassment will become apparent because I am unable to think of any specific titles, but I do know that there is material available in that area because I dug it out before I came to this school. I haven't had a call for them here. You see, not many schools in the country have student councils as outstanding as ours. Films produced to acquaint high schools with the possibilities in council work wouldn't be used here. I am not saying that such films would not be useful. I merely say I don't think they'd be used here."

—School AV Director, North.

Summary of an 11 page interview with a western school AV Director:

"Despite the rather remote location of the school, he was well-informed on film sources, rented from the state university library, received free filmstrips from the county superintendent's office, and read film catalogues received by mail. He was interested in motion picture photography and was doing some experimental work with loop-films and slow motion.

"He says that the agricultural teacher teaches parliamentary procedure, books outside films, makes his own slides and has his own small film library.

"This audio-visual director knew nothing of any film or filmstrip related to student council education. He had never received a request for student council films, but was sure he could find something in his catalogues if a teacher needed it."

—Notes and Comments.

Condensation of a five-page interview with the agricultural teacher in the same school:

"Yes, I teach parliamentary procedure every year, but I have never shown a filmstrip or film, or heard that any existed. It's funny that you'd find me teaching parliamentary procedure instead of the English teacher, but the fact is that our clubs are more successful if they follow proper procedures. My Future Farmers of America have too much business to take care of at their meetings to fool around, as some clubs do.

"Yes, I do improvise some visual aids. [He demonstrated an opaque projection of printed pictures, synchronized to his own narration on a tape recorder].

"I use a number of free films distributed by agricultural chemical companies, but I cut them up and make them over to suit my needs."

—Teacher, West.

"Our county audio-visual division supplies 99 school districts, each of which signs an annual contract to take as many films as they choose. Schools must book their films four months in advance. An IBM machine processes the bookings as they come in, and signals when we need more prints to fill requests. Last year we filled 96.2% of all requests, which we feel is very good. We have about 3200 film titles in the county library (most of them in many copies). The individual schools have their own libraries of filmstrips and do their own buying." [He describes his division's highly organized procurement system. Selections are made by seven committees of teachers, aided by staff specialists in various fields].

"Every cent the 99 school districts pay to us for contract rentals must be spent directly upon acquiring new visual aids that will be distributed back to the schools the following year. We are very careful not to tie up funds in films that do not move. The more good films we find, the more films the schools use; and the more they pay us, the more materials can be bought. And yet, because we must service 99 school districts, each containing many individual schools, we must make wide allowances for the individual preferences of teachers. We don't dictate standardized film programs the way some big cities do. We will go out and rent a rare film for one showing if a teacher anywhere in this county requests it. This policy of unlimited service to the individual teacher has created a tremendous amount of good will and helps to account for the county's high development of film use in the schools.

"Yes, I know of two films on student council education: STUDENT GOVERNMENT AT WORK, produced by Coronet, and CITIZENSHIP IN ACTION, produced by the University of Indiana and released through the National Association of Student Councils. But it would take a lot of checking of records to discover how much those films have been used. Offhand I couldn't tell you whether we bought them or rented them." [He discusses the areas in which new films are needed. He feels that the quantity and quality of films about the U. S. government are not commensurate with today's needs].

"I feel there is a great need for new films on student government."

—Robert Browning, Consultant, Audio-Visual Division, Los Angeles County Public School System.

"Our county AV service has a very fine film library. Each school is supplied by annual contract. Our contract calls for 600 films a year, at an average rental of $2.25, but we may show a single print up to 18 times while we have it. We also rent other films independently from the state university, the British Information Service, and other sources. Our school's total budget is $700 a year for all audio-visual materials. The newer classrooms have Venetian blinds that darken the rooms very well.

"Yes, our student council sponsor has occasionally had me look up films that she thought might be related to student council education; but the only one I recall booking for her this year was on the subject of vandalism. There really isn't much beyond what the students would see anyway in their other classes in sociology, psychology, or government. I recall seeing one advertisement for a Coronet film that was specifically for student councils. Sometimes when we preview a new film we find it babyish in comparison to what our people are already doing."

—School AV Director, West.

Conclusions

From these interviews it was concluded that most of the AV departments examined, while well run and efficient, had not had "student council" as such brought to their attention as a subject area. Notable exceptions were two departments in large metropolitan areas. Here the audio-visual directors, speaking with as much or more fervor than the student council people themselves, each expressed a strong interest in more audio-visual materials for young people in student council work.

It was noted also that most of the AV directors interviewed said they would help toward utilization, if they knew about the materials. Budgets in most departments were ample to permit purchase or rental, according to need.

The whole area of distribution, however, and the breakdown of communication about student council as a subject area became so important to the investigation that a major segment of the next section is devoted to a consideration of the problem and its possible solutions.

XII

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XII SUGGESTIONS FOR IMPROVED DISTRIBUTION AND UTILIZATION OF MATERIALS

The distribution of teaching films is so highly organized that any school in the United States can readily obtain any film or filmstrip from any one of several sources at a very low rental. The apparent inefficiency of the system in certain cases, notably that of films for student council education, lies in the fact that film distribution is a voluntary service rendered to teachers only upon their request. In metropolitan areas, where there are thousands of teachers, representative committees preview and select the best films in each subject area and here the distribution is most efficient.

In small town high schools, the responsibility for obtaining the best films falls upon the part-time AV director or upon the individual teacher, for whom proper film selection, even in one specialized field, imposes heavy additional demands that few teachers can meet.

The investigation indicates that the low distribution of the few existing films related to student council education is due mainly to two causes:

1. In large cities, where the AV department has a few titles, or at least knows of their existence, selection committees of student council sponsors have not been formed to preview films for orderly area use.

2. In the smaller communities (where the individual schools are often larger) the AV director has taken no initiative in this particular subject-area, "because there have been no requests." Meanwhile the individual sponsors are so overworked and preoccupied with their sponsorship that they have no way of finding out the titles and sources of appropriate films.

Until this situation is remedied, distribution of new films on student council education will be seriously restricted.

DISTRIBUTION THROUGH THE STATE SECRETARY

The peculiarity of the present limited distribution of student council films lies in the fact that in most cases where films actually were shown to councils, they were brought to the attention of the sponsor, not by any AV agency, as is normally the case, but by the higher echelons of the student council organization itself, operating through state or district workshops and conferences.

The first rudiment of an independent film distributing system especially for student councils is beginning to appear in several states, centered about the office of the state secretary.

In one state the survey found an active system for distributing council films efficiently. There, in a sparsely populated area of vast distances, the executive secretary of the state association of student councils has made it his personal concern to acquire prints of films and to mail these out on a regular circuit of the state to reach his active student councils. In the secretary's own words:

> "Although we had no time for films at our two-day state convention, we acquire all the films we can find pertaining to student council work and we send these out from this office to all district meetings, which are much smaller than the state convention. We also show all appropriate films at our annual state workshop, and then circulate them in rotation to the individual councils in each and every school."

Support for this policy was indirectly expressed by other educators. For example, a sponsor in a northern state, in explaining why he had shown his council no films, said, "Now if I could get films from some reliable source, like our state secretary . . ."

There is reason to believe that other sponsors feel the same way. Since they cannot select films themselves, they would welcome a reliable source of approved films selected by a colleague whose judgment they respect.

The state-wide film program does not have to be the personal creation of the state secretary. He can easily set up a film evaluation committee of three or four sponsors nearest to his office. Every directly-related film listed in the Catalogue Section could be previewed by his state film committee in a single Saturday, and a year's program of distribution worked out at one meeting. It might also be advisable to invite a few of the most mature student councilors to sit in with the committee.

The western state using this system has a total population equal to the city of Milwaukee. One print of each film may be sufficient there, but that would not hold true elsewhere.

In more populous states, should the state secretary system be followed, from three to ten prints of each film would be required. A part-time booking clerk might have to be employed to handle the print circulation.

This system appears to be the best method for promptly stimulating and handling distribution. At least 44 states now have state secretaries. A distribution program through their offices would reach a large majority of councils in the nation.

ADDITIONAL SUGGESTIONS FOR BETTER DISTRIBUTION AND USE

Film Committees in Every Council

Sponsors who wish to take initiative in starting a film program for their council need not feel that they are assuming still another extra-curricular duty.

It is recommended that the film program be made a subject for the council itself to carry out, with minimum demands upon the sponsor's time.

The council film committee should take full responsibility for seeking out films, previewing them, and arranging for showings before council, student body, or classes.

Workshop Programs

Evidence collected by the investigation indicates that the workshop is the fountainhead of ideas and inspiration in keeping the student council movement alive and growing.

Programs at the workshop level would reach key council leaders and sponsors from the local level and could present information on, as well as demonstrate, all types of audio-visual materials.

These sessions could include:

1. Suggestions on effective use of recording council sessions and presenting speeches by noted speakers.
2. Examples of skits and role playing.
3. Discussions of the uses of charts, displays, and posters.
4. Presentation of ideas for student council programs suitable for radio and TV.
5. Screenings of films and filmstrips.
6. Demonstrations of local, council-produced slidefilm programs.

A sponsor pointed out:

> "We use slides we have taken at camp and slides from the mid-year leadership conference. We also have taken slides of a Halloween party which was a council project. These slides showing fellow-students whom the audience recognizes are highly acceptable and have been most effective as an audio-visual technique. The student body will sit in rapt attention because the subject matter relates to them personally. We can't make our own movies, but our home-made slides and strips are smash hits."

Conventions

It is not recommended that audio-visual periods be added to the short crowded agenda of the state or regional conventions. However, effort should go into photographing and tape recording the major speeches at these conventions for later use by councils at home.

Distribution to Youth Groups

Since student councilors are often leaders in other youth organizations, increased knowledge of usable visual aids can benefit these outside groups.

Students can suggest appropriate film programs to church and youth groups of which they are members.

Stimulating Use Through Publications

It is recommended that the Catalogue Sections of this report, combined with very brief evaluations, be excerpted and published in an inexpensive pamphlet entitled "Films and Filmstrips for Student Council Education." It should be distributed to sponsors, state secretaries and audio-visual directors.

The NASC magazine STUDENT LIFE published by the National Association of Secondary School Principals could also be of valuable assistance. Articles could publicize new ideas such as tape libraries of council meetings and a council film committee and could focus attention on new film and filmstrip releases.

IMPROVED UTILIZATION OF FILMS IN CLASSROOMS

Visual education specialists have been trying for years to put across the point that merely to screen classroom films is not to utilize them fully.

To give full service, each film needs to be applied and related to the subject by the teacher's personal touch. First, by an introduction explaining why the film is being shown and telling what to watch for; and second, by a guided group discussion and question period after the showing to extract the maximum value and to relate the film to the curriculum.

As the president of an outstanding student council aptly observed, "Sometimes the questions that a movie stirs up are more valuable than what you actually see on the screen."

One principal said in effect that although he was strongly in favor of visual education he would almost prefer that no films at all be shown than "just to run movies." He stressed the importance of proper timing, thorough preparation by the teacher, thorough preparation of the students, thorough discussion and evaluation of the film after its showing.

In an effort to discover how thoroughly the existing visual aids for student council education were being applied, as well as merely shown, the interviewers asked the following question of every sponsor and most student councilors, "When films are shown, was a talk given first, and a discussion held afterwards?"

The following responses show awareness of the value of this technique:

> "The head of the area student councils would first explain what we should look for in the movie. Afterwards he would get up and ask for questions, and discuss it with us a little. It was extremely helpful. It doubled the value of each film period."
>
> **—Student Councilor, West.**

> "My philosophy is that no film should be used unless it is worked in as a lesson. Usually, with any film, I give a preliminary talk, and afterwards we always discuss what we have seen and how we might apply it for self-improvement."
>
> **—Sponsor, West.**

> "It's not enough to choose the right film. The right presentation of the film can be terribly important. The teacher plays a vital role here. The students may come in and see the projector and think, 'Now for a ten minute nap.' But the alert teacher does not

let this happen. He requires that notes be taken. He follows up the showing very carefully. He requires students to write essays on why the film was good or not and what they learned from it. Here in our school I often find the same film used twice in the same class; once in the fall and again in the spring. This is getting the most out of it, as we do from our textbooks."

—AV Director, East.

Another aspect of skilled application of teaching films (as opposed to their indiscriminate use) lies in their **timing.** Several students complained that they had been shown films or filmstrips on parliamentary procedure after they had already studied the subject in other classes and considered themselves experts. The following observations are abstracted from three sponsor interviews:

> "The key point about the films and filmstrips on parliamentary procedure is to show them at the right time. As an introduction to the subject both can aid the teacher and please the students. But to show the films or filmstrips in the middle of the year to students who have already had a semester of parliamentary procedure, either in council or in class, of course you get all sorts of remarks about 'bad films' from the kids, because they're intolerant of being told what they already know, or think they know. The trouble with these films is not 'poor quality' but the terribly bad timing by teachers who show them too late."

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XIII SPECIAL CIRCUMSTANCES THAT IMPEDE THE USE OF FILMS IN STUDENT COUNCIL EDUCATION

As the investigation moved from state to state, the use of films was found to be very weak. This weakness was in striking contrast to the vitality and resourcefulness of the student council movement as a whole. The term "weak" refers to the discrepancy between the degree of organized film utilization found in curricular classes, and the low level of film utilization in student council education. Those interviewed were asked to describe any special circumstances that might explain this state of affairs. Recognizing this as a key question, we are publishing all of the answers received.

COMMENTS BY EDUCATORS

"We do not and could not show films at our student council meetings, because of our severe time limitations; but we might use films in our pre-orientation workshop in the fall which we hold for all our student body officers and officers of all clubs and classes. Once a year, on the right day, films would be of value and reach a large audience. The rest of the year, no."

—Sponsor, West.

"Our time is limited. Our set-up makes it difficult to take needed periods to show a film on how to run a situation. This honestly does not appeal to the students.

"Also, teachers of regular classes will tell you that in many cases they do not like to turn out the lights. That's why they prefer filmstrips because they don't need utter darkness." Q: "Due to convenience of lights or due to conduct of the students?" A: "They're afraid of trouble from the students if they turn out the lights."

—Sponsor, East

"Our council meets every day, on school time, like a regular class, but the room where we meet is not good at all for showing films."

—Sponsor, West.

"The film of the national convention was shown at our state convention, not as an official part of the program, but during free time for anyone who wanted to see it. Attendance was rather disappointing. It was the timing of it, not the film itself. Delegates had so little free time."

—Co-sponsor, West.

"Tuesday is the only day our full council can meet. We can't get them together again at any time. The kids have too many other commitments. Many ride buses. On Tuesday the council business for the week is conducted with the many standing committees. If we show a film at the Tuesday meeting, we'd get nothing else done that day—no agenda. This is one of the reasons why visual aids are not used more extensively in our council. Another reason is that we just don't know what's available. You get all this garbage in the mail, third class stuff, you throw it on your desk for a couple of weeks and then into the waste basket without reading it. If films of known quality were available through some reliable source, like our state office we'd use more. It is our fault we're not using films now because they are available and we have the equipment."

—Sponsor and Assistant Principal, North.

"Our student council meets only once a week for only 35 minutes and part of that is lost by latecomers. This puts us at a great disadvantage in all our work, including the use of visual aids. When I showed the three filmstrips on parliamentary procedure I had to space them out over three weeks. We need more time."

—Sponsor, South.

"It is a very complicated thing to show a film here in this school. We have only one projection room and if the student council should try to hold an impromptu showing it would upset the whole program for the day. Advance arrangements are required. If I knew of any films on student council work, maybe we could schedule them. Meanwhile, it is simpler for us to use filmstrips that we can show in our own room."

—Sponsor, South.

"I would love to show a film to the student council but I haven't been able to get one. I look over all the film lists sent to me but I don't see films like that. When an advertisement for the filmstrips on parliamentary procedure was mailed to me, I promptly bought the series. Where can I get more information?"

—Sponsor, South.

"Where students must travel to and from school by bus, they cannot come early or stay late for student council meetings. That cuts down the time for showing films and for everything else we'd like to do."

—Sponsor, North.

"Time for showing films would be a problem to our student council. We have to get all our business done in the time we have allotted. Still, if we took extra time to see good films it might help us get our business done better. Long range planning is what we need."

—Sponsor, South.

"If our students have seen very little it's because they didn't need to see more. I honestly feel I'm not bragging. We're outstanding, we read a great deal, we learn by doing. But if a film were good enough for us, we'd take time, even if it meant extra meetings."

—Sponsor, North.

"Why don't I use films? I don't use films because I am too lazy. It involves this: To order a film, you must go look at the calendar, then you must find the film in the film book, then you must order it. You have to order about a month in advance. Well, from January on it is so hectic that sometimes I don't get things done as I should."

—Sponsor, Junior High School, West.

"We get some publicity on films through the National Association. I always keep the material for a while. We ponder it a little, but up to now we have not used any of the films. Frankly I haven't felt the need for parliamentary procedure and things like that. Someday maybe I will, or the students will."

—Sponsor, North.

Scattered throughout other sponsor interviews were frequent comments to the effect that there was simply no information on films appropriate for showing to student councils. Sponsors' lack of information was found to be quite prevalent. Several educators expressed surprise and relief that the matter was being investigated under a federal grant. As the investigators questioned educators, there was a general feeling that a neglected subject was being brought to light.

One obstacle to normal use of films was found to be a rather strange one. No sponsor seemed conscious of it, yet often admitted it by inference. The sponsor and one or two students would mention having seen a good film once several years ago at a state gathering. They liked it—but they did nothing about booking it for showing to their council every year, regularly, as other teaching films are used. It had been shown to them as **entertainment.**

Experienced teachers who had been showing the same films once every semester, year after year, in their regular curricular classes did not take the same pedagogical attitude toward regular repeated utilization of a film for educating the student council. Instead, they unconsciously adopted the entertainment film attitude of, "Oh, but I've seen that already."

COMMENTS BY STUDENTS

"It's harder than you think for the student council to take the initiative in using films. We get advertisements from different companies but to make the arrangements you'd have to be in office for two years, and nobody is. We get something on how to keep discussions moving when we've been keeping discussions moving for half a year. By the time it's scheduled it's ineffective. We ordered a film once. It came after we were out of school. That didn't help us much."

—President of Student Council, North.

"The trouble with renting a film is you've got to show it when you've got it. If we have urgent business to transact, the showing would run over into the lunch period and some of our kids go home to eat."

—Student Council President, South.

"Our biggest handicap is lack of time. Mondays we take the first period, Tuesday the second, and so on, but we never have enough time to discuss all our aims and objectives in any one period, or to hear enough about subjects like parliamentary procedure."

—Ibid.

"We have a very good audio-visual department, supplying good films to our classrooms, but it has no visual aids relating to student council work."

—Ibid.

Private schools and public schools often use many of the same classroom films, but when films showing student council activities are considered for showing in private schools, special difficulties could arise, as this boy points out:

> "No, we've never thought of looking at any films about student congress work. We are peculiar. We like to imagine we're so good that if any progress is made anywhere it would have to be made right here by us. Public high school situations would never apply here. Even if we saw films of private schools we would like to recognize ourselves as the leaders in whatever was shown. So we would like to make our progress by ourselves."

SUGGESTIONS FOR IMPROVEMENT

The foregoing descriptions of the special circumstances which impede the use of films in student council education can be summarized thus:

1. The sponsor is willing to use films, but the bother of scheduling and booking them imposes an additional burden, and the work does not get done.

2. The day-to-day emergencies of conducting council work make the sponsor unwilling to become involved with an arbitrary rental system that requires the film to be shown immediately upon receipt.

3. The sponsor is willing to use films, and his council has adequate time, but he does not know what to order, nor where to turn for advice and help.

4. The room in which the council meets is unsuitable for projection.

5. Sponsors and students consider themselves to be so superior or to have such special needs, that no film could teach them enough to be worth showing.

6. A good film was once seen by the sponsor but was dismissed for normal, regular, educational use with the attitude, "Oh, but I saw that once."

7. So little time has been allotted for council meetings that they are perpetually rushed with routine matters and unable to enjoy educational programs of any kind.

One or more of the above conditions existed to some extent in most of the high schools surveyed.

Unless these conditions can be alleviated to an appreciable extent on a national scale, new films will not sell in sufficient volume to make their production advisable.

Most of the handicaps are susceptible to correction without much difficulty.

1. (Sponsor too busy) The appointment of student council film committees can relieve the sponsor of work in this connection, and give the students valuable training.

2. (Arbitrary commercial rental systems) If the state secretary distributes the films, councils can be allowed leeway in working each film into their schedules. Under this system, every council could know in advance the date when the film could be expected, and could plan to make time for it.

3. (Lack of information) The recommended pamphlet containing the Catalogue Sections from this report could supply the necessary information to the extent to which the pamphlet is distributed to sponsors. Periodicals published by the NASC could advertise this pamphlet and also publicize film titles directly related to the subject area.

4. (Room unsuitable) If the council cannot meet in a suitable room a few times a year to see films, the sponsor might suggest a council film committee project for making their meeting room suitable.

5. (Don't need to see films) The two councils in which this sentiment arose are admittedly outstanding.

There are certain sophisticated high schools which would derive little benefit from use of the film and filmstrip material available at present.

Upgrading the quality and age level of new films produced is the answer to this argument.

6. ("Oh, but I saw that once.") Overcoming this attitude is a matter of educating the sponsors. It can be done through the NASC publications, by bulletins from the state secretary, and by talks on the subject at audio-visual periods at the state workshop.

7. ("No time for films; too busy with routine.") This is the most serious obstacle to utilization of council films.

The following quotations show how two schools have approached the time question.

> "We have never shown films or filmstrips to our council of 81 members, but lack of time is not the reason. We meet three times a week for 40 minutes during school hours, and if that's not time enough we could easily add a fourth meeting to see a film—if there was one worth seeing."
>
> **—Sponsor, North.**

> "Every Friday our student council of nearly 100 members has an educational program instead of a business meeting. We have a program committee in charge of planning events for the semester. We have invited a city councilman and a speaker on narcotics. We have had an occasional movie. But often the program committee can provide nothing, so our faculty advisors have to give talks. If interesting new films were available, we certainly would be glad to use them."
>
> **—Student Councilor, West.**

It is recommended that other schools seriously consider setting aside one period a week, or even one period a month, as a Program Period for the student council.

The point at issue was stated by A. C. Woodburn, Principal of Alamogordo High School, Alamogordo, New Mexico, Chairman of the Principals' Committee of the State Association of Student Councils:

"Our belief is that student council work is educationally important and well worth the school time it takes, regardless of how much it takes. If it is not worth taking school time when necessary to make the student council effective, then we had better do away with it. By means of time-saving films to aid the sponsor, many ideas and questions can be projected into student council work that might not be brought out by the lecture method."

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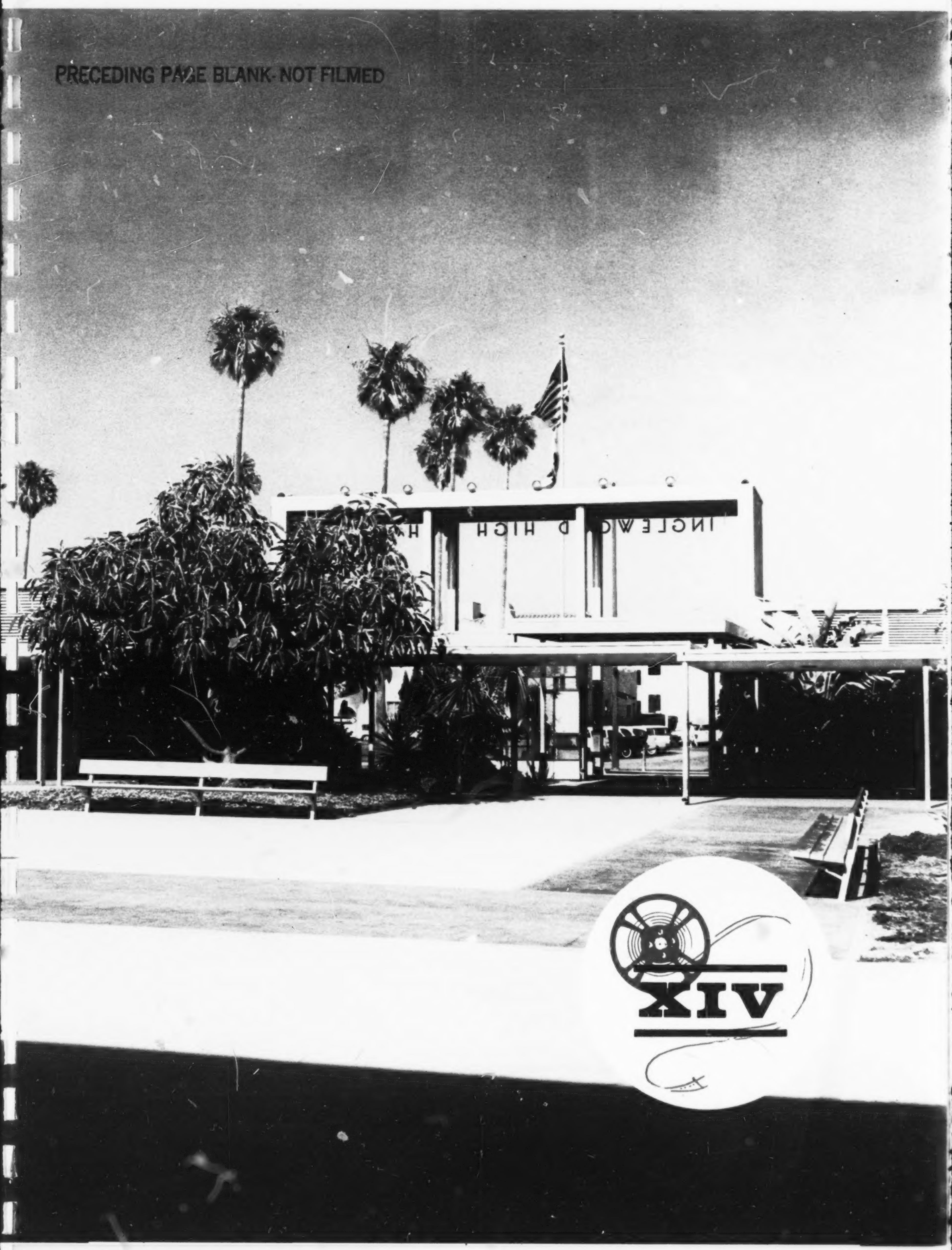

XIV

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XIV ADVICE AND CRITICISMS FOR FILM PRODUCERS

All AV directors, most council sponsors, and many other educators were asked how long a teaching film for student council education should be. The consensus was, "About 20 minutes. Never over 30 minutes."

Films of 10 to 15 minutes were acceptable if they covered their subject adequately, but films shorter than 10 minutes were "scarcely worth the trouble."

Exceptionally fine films longer than 30 minutes could at times be shown, but their distribution would be limited. One quotation, typical of many, follows:

> "Twenty minutes is long enough for an educational film. This is because of the preparation of the group before the film, the showing of the film, and the discussion of the film, all in one class period. The same is true of a filmstrip. It needs to be specific, but short enough to provide for pre-teaching and post-teaching use in a normal class period."
>
> **—Educator, West.**

Turning to the matter of content, the most frequent comment, which was directed at the whole selection of classroom films available, is summarized in the following quote:

> "One thing I have noticed about educational films is that they are made on a level to be understood by both junior and senior high schools, and as a result when we show them to seniors, they appear elementary and are not too interesting to the older group. That may be the reason why I have not used them."
>
> **—State Secretary, West.**

Critical teen-agers reacted with ridicule when exposed to elementary material. The following comment is typical of many attitudes which had hardened into fixed prejudices after only one or two unfavorable impressions:

> "When you see a film in the classroom it is usually on such a childish scale. They show two children in outdated clothes looking at books or something. I think it is a waste of time. I don't see the point of making us kids watch anything so ridiculous."
>
> **—Student Councilor, East.**

All students interviewed at this school expressed or implied similar attitudes toward classroom films. Their council sponsor, pressed for an explanation, characterized them as "a little bit psuedo-sophisticated." She said that she felt that at times they were carried away by their superiority and felt that things like classroom films were beneath them.

Later, however, the same sponsor disclosed her attitude toward teaching films, **per se**:

> "Films now are not novelties: With television, students see films that are professional and entertaining. When they see a movie at school, they expect entertainment. And these little things that films deal with are contrived situations, and it upsets them."

As the investigating teams worked their way from coast to coast, these criticisms were repeated so frequently that they became a major issue in the inquiry. From an eastern teacher who directs school audio-visual work and has previewed hundreds of films, came this complaint addressed to film producers:

> "So often the advertising blurbs are misleading. When a company says a film is of value from primary to college level, frankly something is wrong. Our teachers used to book their films from attractive blurbs but they soon saw their mistake. Now we use the preview and evaluation system. We sent for 300 films and the teachers chose 10 or 12. That's a very small percentage. Much of the material is not geared to the college preparatory school. And when they introduce Girl-Boy themes and sentimental music, it more than negates the value of the film. Sometimes we have to turn off the sound track and let the teacher do his own narrating. There seems to be a need of up-grading the quality of classroom films, and doing away with the patronizing, the talking down, which is prevalent in some. Often we find that films not made for schools are by far the best materials. One example is the Army orientation series, WHY WE FIGHT. These certainly never were intended for us, yet our teachers use them very effectively in our U. S. history courses [because of their vivid content and high professional quality]. We must remember that our students are used to seeing these very high-powered entertainment films that are technically so much more competent than most educational films that invidious comparisons arise."

And a western audio-visual director spoke with feeling:

> "If there is the least connotation of talking down to the student, then you have destroyed the whole film. This depends upon the producer's taste, the script writer's skill, and the tone of voice of the narrator. Some producers, in trying to reach too many grade levels, don't reach any. For example, one of our very prominent film producers used to gear up his films visually to a certain grade level and then gear down the narration to two or three grade levels below, hoping he could pick up both the elementary and secondary markets. This is a mistake, especially now that kids hear so much adult television narration. The average fifth grader now can understand just about anything a secondary student gets, except terms in physics and chemistry.

In the social studies areas it would often be possible to use senior high school materials in the fifth grade, and the youngster would understand all except a word here and there. But let's not ask senior high students to listen to fifth grade narration, please! I say to the producer, 'Aim for the grade level where your visual material relates best to the curriculum, and gear your vocabulary honestly to that level. If you try to stretch a film across all grade levels, it will be mish-mash.' "

The few existing films on student council work came in for special condemnation by some critics. The following is a representative sample:

> "No, we don't show films on student council work at our city-wide meetings, or in our schools either, because the few I've seen are on too elementary a level. The students just laugh when they see them."
>
> —Sponsor, East.

It is significant that films and filmstrips relating to student council work and advertised as "senior high level" were criticized as over-simplified and childish by high school students and teachers, but in the same town a junior high school would be using the identical films and filmstrips with teacher satisfaction and acceptance by the students.

The recurring pleas for higher quality in films also touched on aspects of film-making other than the danger of "talking down":

> "I don't go along with the idea that there must be rural films for country schools, city films for city schools, and so on. Our kids are smart enough to make some mental transfers, if the film really covers the subject. If I were teaching in a one-room school, I wouldn't show my kids only things that pertain to one-room schools. It wouldn't be fair. Therefore I don't think that new films about student councils need to be geared to a particular type of school."
>
> —Sponsor, South.

> "When you have a bunch of excited teen-agers away from home at a state workshop or convention, it is hard to keep their interest, and when you show them a visual aid you really should have the best. If you make the mistake of showing them a poor film or an obsolete film, you create attitudes that can break down the rest of the week's work."
>
> —Ibid.

> "You can't teach kids by showing them people they can't relate to and identify themselves with. Once they reject your cast, you might as well shut off the projector. New films about council work should be made right in a school where they have a good council. But let's not have everybody sitting erect and self-conscious as if they'd been posed for weeks. So often our classroom films are stiff, formal, unreal. The kids know this is not natural, and so they don't learn from it. How would I make convincing council films? By casting recognizable student types: the eager beaver, the sleeping beauty, the kid who's trying to finish his homework during the council meeting, the really sharp leader who is with it, and other characters that every council has, shot in a relaxed, informal, candid-camera style. To me, this is a basic principle."
>
> —Sponsor and Assistant Principal, North.

An acute observation on the age level of the actors to be used in new films for student council education came from this western high school student, who had enjoyed above-average leadership training courses:

> "If two people walk up to you, and one is a teen-ager and the other is a man, and they tell you the same thing, you might disagree with the teen-ager and agree with the man, especially if you are working for him. It is the same way in films. Present a film at a level over their heads and they will look up to it and accept it as something to attain, something they want to grasp, just as they will accept something told to them by a superior. Whereas if you try to put the film on their own level, you may in some cases fall below what they **think** is their level, and the film will mean nothing."

The greatest number of criticisms concerned the clothing and hair styles of the actors appearing in classroom films:

> "The students said they didn't feel any empathy with the kids in the moving picture because they didn't dress like they did. When western students see eastern style clothes they feel it doesn't really mean them; whatever the film is trying to teach, they don't buy it."
>
> —Educator, South.

> "Out here in the West we get too many teaching films that seem to have been made in Massachusetts. High school boys are shown wearing neckties to school. You show that to our students and they laugh at it. We dress well, but just don't wear ties. It's not acceptable. The lesson the film is trying to teach gets lost."
>
> —AV Director, West.

> "Movies cost so much to make that by the time people can afford to rent or buy them, the actors' clothes are out of date and high school students laugh at them. I showed three old films on citizenship, and my students were quite upset by the styles. This is something students are always very sensitive about."
>
> —Sponsor, West.

> "If a student sees a film he recognizes as an oldie because the clothing is outmoded, or old-model auto-

mobiles are shown, I think that has an adverse effect on student opinion of the film."

—Student Council President, East.

> "My experience has been that if a film even two years old is shown to high school students, they are thinking about how funny the clothes and hair styles are, rather than what the films are saying about democracy. Extreme care has to be taken by film producers as to how student actors are dressed, or how much of their clothing is shown."
>
> **—Sponsor, West.**

> "I do not buy, but only rent motion pictures. I buy only filmstrips. Clothing styles and hair styles change so radically that a film becomes useless after a short time. Students have more fun looking at the styles than they do at the content of the film."
>
> **—A Nun in the East.**

During the entire survey, only one voice questioned the rationality of these wholesale dismissals of valuable visual aids:

> "I don't think our students would lose the whole point of an educational film because of the style of clothing worn by the students in it. Dress would be an insignificant factor to us. We aren't sensitive to that sort of thing. Some of our students might pay too much attention to regional differences in a film, but on the whole it wouldn't matter to us. Nothing like that—the place or time or age of a film—would really matter at all, if we could learn something from it."
>
> **—Negro Student Council President, South.**

The paradox of mono-ethnic films in a multi-ethnic republic inevitably arose, but was courteously expressed:

> "I would like to see more teaching films designed for our students, where students were actually used in the film. None of the films we use in leadership training and citizenship shows a single Negro student. We have to keep telling our boys and girls, 'You, too, can achieve what you see on the screen if you have the ability.' But all they ever see depicted in their books and films are members of the Caucasian race. It would have a lasting effect on Negro students throughout the United States if for once they could see a Negro student council in action."
>
> **—Negro Sponsor, South.**

> "I would like to see both Negro and white schools being filmed so that we could see what some of our people are doing, as well as the other race; so that we could compare them, and see what we can do to make our councils equal to theirs, or what they can do to make their councils the equal of ours."
>
> **—Negro Student Councilor, South.**

The enthusiasm of high school students for low-cost home movies made by other high school students came up often during the survey, is discussed in several contexts in this report, and is noted briefly in passing as a significant phenomenon that producers may well ponder:

> "We think movies that students make themselves of their own activities are very good. A school in Texas sent us a print of their own sound motion picture that they made in their English class. Four or five of them discuss poetry, then demonstrate several poems dramatically with dances, and a reader. It was very good and very interesting."

This was typical of seven student interviews. All mentioned the Texas film as the only film which their council had seen.

Perhaps the most interesting and unexpected advice from educators and student leaders concerned their preference for special types of motion pictures, different formats, and artistic cinematic approaches to the material.

> "Here is the unfortunate part. The minute you put down how a council ought to be organized, someone discovers a new way that works even better. That is why I think the future of visual aids in this area lies in teaching kids to be creative through applying general principles, without exact instruction from the sponsor. Sponsors in junior high need expert advice in the form of a filmstrip or movie to convince the kids that they have an opportunity for really making something of themselves and their council, on their own initiative."
>
> **—Sponsor, Junior High School, West.**

> "The movie that comes closest to illustrating the method I am trying to describe is THE FACE OF A STRANGER, used in the United Fund campaign. It showed silhouettes. A man kept reaching out a helping hand to people who were sick, needy, in distress. Many people became awakened during this film. Something like this could be made for council work, rather than just showing techniques, because I think techniques come with specific situations. I mean a general film that doesn't show somebody being oriented into a certain student council, but presents things important to anyone taking a leadership position in anything."
>
> **—Student Councilor, West.**

> "In all these possible films that I've been discussing, I mean for you just to show the methods and basic problems. Your research probably is finding that these are about the same across the country. If you could point out the underlying principles, you could show what to do with them, and how to get more participation in your school. I mean films that suggest, rather than tell us 'now you do it like this.' "
>
> **—Student Councilor, West.**

The staff has considered these comments carefully, and has decided that essentially they constitute a protest (not always directly expressed) against the cut-and-dried didactic type of teaching film in student council education, and a desire for films that inspire rather than instruct.

XV

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XV IDEAS FOR NEW FILMS AND FILMSTRIPS

During the interviews, adults and students were encouraged to discuss at length their ideas for new films and filmstrips on student council work. Although suggestions in the interviews were mainly for films, some topics mentioned are suitable for filmstrips.

There were 122 suggestions for 14 films contributed by 50 students. Educators (a total of 17 principals, sponsors, teachers, city and state educational officials) made 55 requests covering 21 subjects.

SUGGESTIONS BY STUDENT LEADERS

1. IMPROVED FILM ON PARLIAMENTARY PROCEDURES

This subject was requested by 23 students, or nearly half of all students who made specific suggestions.

The ways in which the new and improved film should differ from the present films were never sufficiently described to justify quotation. All but one request may be summed up in the sentence: "Films we have seen on parliamentary procedure aren't very good; could we have a better film on this?"

One boy adds an important qualification to his request:

> "I think the main object of the film should be orientation of the student who is new to meetings. Our freshmen and sophomores who come to council usually are afraid to speak up. They're afraid they'll make fools of themselves. The film should be aimed at increasing participation" [by showing that it is easy to do things right].

2. FILM SHOWING THE ACTIVITIES OF OTHER COUNCILS

A close second to parliamentary procedure in popular demand, with 21 requests by students, this subject reflects their eagerness to know more of what other councils are accomplishing. The following quotation is fairly typical of the 21 ways in which students expressed this desire:

> "We would be very interested in seeing any new films showing definite projects being carried out by student councils in other parts of the country. Here at my school we don't just want to keep up with the other schools, we want to excel. To do this we need to know what's being done in other states."
>
> **—Student Councilor, South.**

3. THE IMPORTANCE OF THE STUDENT COUNCIL TO THE STUDENT BODY

Third in frequency of request, asked for by 16 student leaders, this topic reflects their desire to solve one of the most discouraging problems faced by nearly all student councils: how to have their public service better understood.

> "It would be good to have a public relations film about the council to show to the new students each semester. One thing we always have to contend with is the indifference of the student body toward activities of their student government. The thing to do in this picture would be to bring home to them the direct ways in which the council affects them, and how we spend their dues and the school funds. You should also show the council's accomplishments to the new students."
>
> **—Student Councilor, East.**

4. ORIENTATION FILM FOR NEWLY ELECTED COUNCILORS

Fifteen students asked for a film of this type. Again, the student councilors sought outside help in solving a perplexing problem that many discussed at length: the problems of the newly elected boys and girls who suddenly find themselves faced with duties and responsibilities for which they are unprepared, and are sometimes unwilling to take seriously.

> "The thing to show new students is that after they are elected, there is a responsibility. I don't think half the people realize what they are letting themselves in for when they run for office."
>
> **—President of Student Council, North.**

5. WHAT IS THE NATIONAL ASSOCIATION OF STUDENT COUNCILS AND WHAT DOES IT DO FOR STUDENTS?

No educator suggested the necessity for such a film, but 12 students did.

> "We rarely get any information about the National Association of Student Councils. We get the magazine STUDENT LIFE, but that is about all. Many students don't even know that such a thing as the NASC exists. I suggest a film showing all about its organization, the breakdowns into regional and state associations, the conventions. The average student thinks that his student council is just something to put on school dances. Let's open his eyes to the national magnitude of student council work."
>
> **—Student Councilor, South.**

6. A GENERAL FILM ON YOUTH LEADERSHIP TRAINING

Eight students said their council needed this, but only two gave any indication of what they wanted to see in the film.

> "I would like to see more films on leadership training. I mean films showing that many of us have a natural aptitude for leadership that can be de-

> veloped, instead of thinking there are just a few natural-born leaders."
>
> —**Student Councilor, South.**

> "In all this talking about leadership training films and making remarks like, 'Everyone is a leader,' one point that should be brought out in new films is the difference between positive and negative leadership. Lots of our juvenile delinquency is caused by young people with leadership ability headed in the wrong direction. I wish a film would show that."
>
> —**Student Councilor, West.**

7. HOW TO CARRY A GOOD PROJECT TO COMPLETION

Many students discussed their councils' projects at great length. Seven described their difficulties in finishing what they started. They thought a training film could help to clarify the steps a good council follows in getting things done.

> "The idea would be good if you could go clear through one project, demonstrating methods used rather than the particular project itself. But it would be a film just for showing to the student council."
>
> —**Student Councilor, West.**

> "I've been saying that the problems of every council are so different that no one film could apply. But here's one problem that everybody has: evaluation. In our council we evaluate every project from all sides and it is effective. This could be taught in a film."
>
> —**Student Councilor, West.**

8. HOW TO HOLD STUDENT COUNCIL ELECTIONS PROPERLY

Student attitudes toward voting are cited as a major problem by educators and student leaders alike. Five students wished to see a film made on the subject. Two wanted to see how more efficient councils organized their elections. Two placed primary emphasis on conducting the campaign among the voters. One student said a film on elections should cover both aspects.

9. HOW A GOOD COMMITTEE DOES ITS WORK

Many student councilors described the network of standing committees, sometimes as many as 20 in a single school, through which their council works. Five students asked for a film to help committee members do their work better. Two described the possible content of such a film:

> "It would help council work if you could show how a good committee works. Start with a kid's very first committee meeting, and show a project carried through. Efficient committees are the basis of leadership. Show everyone that leaders can't do it all, that big programs have to be broken down into committee assignments, and how much depends on them."
>
> —**Student Councilor, North.**

> "In role-playing we played different kinds of committee members—the blocker, the distracter, the helper, the summarizer, and other characters. It gets a bit heavy, but it brings a good point home. This demonstration would have made a movie about committees that any student council could have seen themselves in."
>
> —**Senior Class President, West.**

10. HOW TO ORGANIZE A NEW STUDENT COUNCIL

> "Films would be fine for organizing new councils. The one we saw would be fine for any school that was just starting."
>
> —**Student Councilor, North.**

(He was referring to the Coronet production STUDENT GOVERNMENT AT WORK.)

Two other students in different states expressed much the same idea, that films would be especially helpful in starting new councils, less helpful for well-established organizations.

11. CITIZENSHIP AT SCHOOL

> "We are not only trying to have a council that functions well and does mechanical things, but we are supposed to be trying to teach leadership and citizenship principles, too. So I think a movie about America and our national government, our democracy, the right to vote, any of these things, would be good."
>
> —**Student Councilor, West.**

12. ENFORCING DISCIPLINE

Two boys in a private school said their student government needed such a film to show to the student body, but offered no details.

13. GROUP DYNAMICS

Student interviewees were more voluble on this subject than any other. One of the two who requested it said:

> "Films on group dynamics would be helpful. Our enactments of dynamics certainly are high points at our state meetings. But the trouble is that 90% of the problems that we cope with are unique to our school. It would be more helpful to see a demonstration group cope with theoretical problems that can be posed to them. These problems should have direct relations to problems that we would most probably meet. Then we would get a better idea of how we are going to face the problems that present themselves to us."
>
> —**Student Councilor, West.**

14. THE HONOR SYSTEM

A student in California suggested this topic. Everyone at this school spoke at length of their years of effort in trying to establish the honor system.

TABLE 2
STUDENT REQUESTS

A tabulation of 122 requests for 14 new motion picture subjects made by 50 student councilors in 11 states.

No.	Subject of the Proposed Film	No. of Times Requested	Percentage of Total Requests
1.	Improved Film on Parliamentary Procedures	23	18.8%
2.	Film Showing the Activities of Other Councils	21	17.2%
3.	The Importance of the Student Council to the Student Body	16	13.1%
4.	Orientation Film for Newly Elected Councilors	15	12.2%
5.	What Is the National Association of Student Councils and What Does It Do for Students?	12	9.9%
6.	A General Film on Youth Leadership Training	8	6.5%
7.	How to Carry a Good Project to Completion	7	5.7%
8.	How to Hold Student Council Elections Properly	5	4.09%
9.	How a Good Committee Does Its Work	5	4.09%
10.	How to Organize a New Student Council	3	2.45%
11.	Citizenship at School	2	1.63%
12.	Enforcing Discipline	2	1.63%
13.	Group Dynamics	2	1.63%
14.	The Honor System	1	.82%
		122	100.00%

SUGGESTIONS BY EDUCATORS

1. IMPROVED FILM ON PARLIAMENTARY PROCEDURES

Proposed by eight educators, of whom two are quoted:

> "I would like to see a new film called, 'Practical Parliamentary Procedure' that is not as involved and heavy as some of them that I have looked at. The purpose of procedure is to expedite business, not to curtail it. You can get into all kinds of petty hassles over parliamentary procedure if you want to, but I would rather see each student qualified to work as a parliamentarian from a simpler and more practical standpoint."
>
> —State Secretary, West.

> "There is a great need for a film on parliamentary procedures aimed specifically at the junior high school level, with a cast of real junior high students. Two or three weeks are spent every year in the eighth grade teaching this important subject. Children need to see their own age group in action. A filmstrip is useless for this teaching purpose, which depends on seeing motions and hearing words spoken simultaneously. A sound track, therefore, is vital."
>
> —Educator, North.

2. ORIENTATION FILM FOR NEWLY ELECTED COUNCILORS

The six proposals by educators for a film of this type may be summed up in a single sentence, "there should be a film that we could show to new council members, showing how the whole thing works."

—Sponsor, South.

3. ORIENTATION FILM FOR NEW SPONSORS

No student suggested such a film, but five educators did, some at considerable length and with much feeling.

> "We definitely need a film showing the duties and responsibilities of a student council sponsor. The problems that confront the newly-appointed, unprepared sponsor are many and serious. [He gives 300 words of specific examples]. The film should lay down broad guide lines showing the basic principles of being a good sponsor. The teachers who would see it are able to adapt a general film's philosophy to their local situation, just as our science teachers do when a science film shows apparatus they don't have. I have already mentioned the terrible human waste of having new sponsors learn things the hard way. Let's give them some help."
>
> —State Secretary, West.

> "The country needs a film to help the new sponsors of student councils. We have a training program for sponsors but no visual aids. The film could show all the problems that sponsors encounter, how to use committees, etc. Materials in the officers' kit [Leadership Kit] issued by national headquarters might be put into this film for adults."
>
> —Sponsor, South.

> "Many of the other officials you've interviewed no doubt have stressed the need for a film to help the new sponsor grasp her peculiar job, but I want to give you definite advice on what this film should contain. [She gives a detailed description of the modern sponsor's "rather difficult position" in all its complexities]. Now if we had this in sound pictures it would be a good thing for teachers everywhere."
>
> —State Secretary, West.

4. FILM SHOWING THE ACTIVITIES OF OTHER COUNCILS

Twenty-one students agreed with the five educators who proposed a film on council activities, although the educators' conceptions of what should be included in the script are much more far-ranging, as the following quotations illustrate:

> "I am convinced we haven't gone far enough on this business of setting up a good list of activities. This might very well be demonstrated by a film. If we had a good film of a very successful student

council that we could show at the state level, it might help all of our leaders."

—State Secretary, West.

"One idea which a sponsor mentioned was for a film showing all the long term projects of a student council. She thought this might be useful in showing what a good council can do during a school semester—the types of projects and variety of projects. She particularly felt that projects of the community service kind—serious projects—should be shown, as well as projects of a social or more frivolous nature. She thought this balance of big and little could be shown in a film summarizing a whole semester's student council projects, for national distribution."

—Notes and comments.

"It might be a good idea to make a film showing a whole lot of different student council projects and activities from various parts of the country. We try to keep our students reading about projects in the yearbooks and handbooks, but they don't all do it. With a film you could communicate as many ideas in 20 minutes as they would get out of reading in 180 days. And they'd **all** see the film, not just the few who do the reading now."

—Sponsor, South.

5. HOW TO HOLD STUDENT COUNCIL ELECTIONS PROPERLY

"We need a film concerning elections. Too many times, our elections are popularity contests. Our kids are a little too shy on handling elections. I'd like to get them geared up to adult voting later on."

—Sponsor, West.

6. FILM EXPLAINING STUDENT COUNCIL AIMS TO PRINCIPALS AND SCHOOL ADMINISTRATORS

The four proposals along these lines all came from sponsors who had encountered skepticism or hostility. No student suggested this subject.

"A film for principals? Oh, brother! I wish I had one to show tomorrow. Anything we could do to educate our principals in student council work would be a great help. Too many of them don't understand, or are against the councils."

—Sponsor, North.

"Traveling around the state, I frequently meet principals and even council advisors who privately look askance at the whole thing. Many of them are a little afraid of the program. If we had a film of a real council in a real school showing its constructive role and limitations, the possibilities for peaceful co-existence with the principal, and explaining the whole philosophy, this would be helpful to the principals and also to the faculty members who become council advisors."

—State Secretary, West.

"I would like to see a film made with some of our more intelligent and interested principals involved in it. I have a feeling that we are leaving out one of the basic things; we are not including our administration enough in our films. Now I do not mean by that that they need to be glorified or anything of that nature, but an administrator knows the problems that a school is confronted with. He knows the problems in the community and he has been through this grind in working his way up to becoming an administrator. He knows the pitfalls that can beset a student council because, let's face it, some councils are not successful. Sometimes, too often, they get into areas that are completely alien to them and they fall flat on their faces and have to start all over again. This film that I would like to see made would involve the student council as the principal sees it.

"Another very common problem that this same film for principals could solve is the crucial problem of the selection of the student council's sponsor, which is of course done by the principal. I see much waste of human resources, instructional ability, and organizational ability, over and over, year after year, because we don't think student council work is important enough to put our best people into it. Or when we do get a good man or woman, we overload him. Only the principals can change this prevalent condition, and to change it, all must understand it. A film depicting these ways in which the principal bears the ultimate responsibility for the correct decisions, while still upholding freedom, would be a film very much worth showing to every council sponsor and every principal in the country."

—State Secretary, West.

7. HOW A GOOD COMMITTEE DOES ITS WORK

Proposed by four educators, and discussed by several others as a major educational problem in student council training.

"So much council work is done through committees that we need a film on how a good committee works. One of my major problems has been that my youngsters get good ideas but don't carry them through or evaluate them. My major concern in acting as their sponsor is to teach the accomplishment of tasks and projects through the use of the committee system."

—Sponsor, West.

"Another film need that I feel very strongly about is one defining committee work. Every student in this high school serves on a committee of some kind. Many have quite a time adjusting to the responsibility that he or she has to the group, his obligation to the whole committee to do his work for the sake of the common goal. This would be a valuable film of many uses."

—Principal, West.

"At state workshops and conventions, Dr. Mathes of Denver gives a demonstration of how a good committee works. He's such an expert at it that the enactment is very helpful. But only a few students are fortunate enough to see this dramatization. The vast majority never do, and they need it. A film covering this demonstration could reach every council. Traveling around the state, I am surprised to find how little many sponsors know of committee work. Some councils make effective use of the committee of the whole. Others literally do not know what it is. A film on committee techniques could do great good."

—State Secretary, West.

8. A GENERAL FILM ON LEADERSHIP TRAINING

Proposed by three educators.

"One area where we need help and a film could contribute, is leadership training. We have tremendous need for it because we have several hundred students involved in council-sponsored supervisory organizations just in this one school, and they all need training. It's inevitable that there gets to be a little bit of throwing one's weight around when a student is in a position of authority. Our vice-president has conducted at least three workshops trying to meet the need, but we haven't come as far as we should, and a film presentation would be one good way of doing it."

—Sponsor, North.

9. HOW TO CARRY A GOOD PROJECT TO COMPLETION

Two educators proposed that such a film be made, but without suggesting any specific content beyond that conveyed by the title itself.

10. GROUP DYNAMICS

Proposed by two educators.

"We hear a great deal about group dynamics at the present time. I wonder if something might be done with its techniques. It mght be very helpful to councils to see a film showing a buzz session, brainstorming, and role playing. Do it by demonstration, with some background."

—State Secretary, North.

11. FILM SHOWING MANY EXAMPLES OF SUCCESSFUL STUDENT COUNCILS' PROJECTS

Educators' conceptions of what this film should contain overlapped to such a large extent with suggestion four, ACTIVITIES OF OTHER COUNCILS, that relevant quotations have been placed under that heading.

12. DUTIES AND RESPONSIBILITIES OF COUNCIL OFFICERS

Proposed by two educators who did not elaborate on specific content.

13. THE IMPORTANCE OF THE STUDENT COUNCIL TO THE FACULTY

"Young teachers coming out of college are not properly educated in student council work and extracurricular activities in general. A film for teachers' colleges on council work could also be shown to the faculty of every high school and at teachers' meetings, for the older teachers do not always understand either. This problem touches every teacher directly because each has a home room, and more and more she is being asked to lead student discussions in her home room period. Many of the topics discussed concern council. A council must have faculty support to work well. There is a void here in teacher training that a film could help to fill."

—Principal and Council Sponsor, West.

14. THE IMPORTANCE OF THE STUDENT COUNCIL TO THE STUDENT BODY

Proposed by one sponsor.

15. HOW TO ORGANIZE A NEW STUDENT COUNCIL

"It would have value to show the activity of a model organization. You are going to find some schools which say, 'This is different from the way we do it, so it's no good.' I think it would be a shame to take that attitude in the study of the democratic process, which finds strength in diversity. No school should say, 'We won't show this because it's different.' They should show it because it **is** different, and then examine their own weaknesses—and strengths. So I wouldn't worry too much about local variations in student councils shown in new films. With the right attitude created by the sponsor, a film about a model council can do good everywhere."

—AV Director, West.

The difficulties of building an efficient student organization came up repeatedly in interviews with sponsors. HOW TO ORGANIZE is partly what many other educators and students were implying by their repeated requests for films showing superior councils completing projects, conducting elections, etc.

16. A STUDENT COURT IN ACTION

"Student councils need to see and hear other student councils conducting some of the activities that aren't common everywhere. I'm thinking particularly of a new film showing a student court in action. I realize that the student court has fallen into disrepute and rightly so in the sense of being a punitive agency. But I have seen several student courts in action in our state doing counseling work with student offenders, advising and helping, and they are very effective. If we could put one of these student court sessions into sound and pictures, we would be showing the nation a side of student participation in self-government that is very often overlooked. My suggestion deserves discussion, not arbitrary dismissal."

—State Secretary, West.

This educator's interview contains five pages of detailed descriptions of "many fine things" that student courts under her sponsorship have accomplished with erring students. No other interviewee provided such a wealth of unique information, yet her position is not as singular as it may appear at first glance. Her basic contention cropped up in disguised forms in several other states. Student leaders at an eastern school had admonitory powers. A student councilor at another school presented a complete plan for a judicial system. It was voted down, but not without argument.

Single suggestions also were made for the following film topics:

17. HOW TO HANDLE FINANCES
18. INSTALLING NEW OFFICERS
19. HOW TO SELL DANCE TICKETS
20. CONDUCT AND ETIQUETTE
21. SERIES OF "OPEN-END" FILMS

A junior high school sponsor in Colorado suggested a series of films, each film depicting a student council problem building up, but stopping short without showing any solution. Purpose: to stimulate discussion leading to indipendent problem-solving (in terms of each school's local ground-rules and each sponsor's opinions).

TABLE 3
EDUCATOR REQUESTS

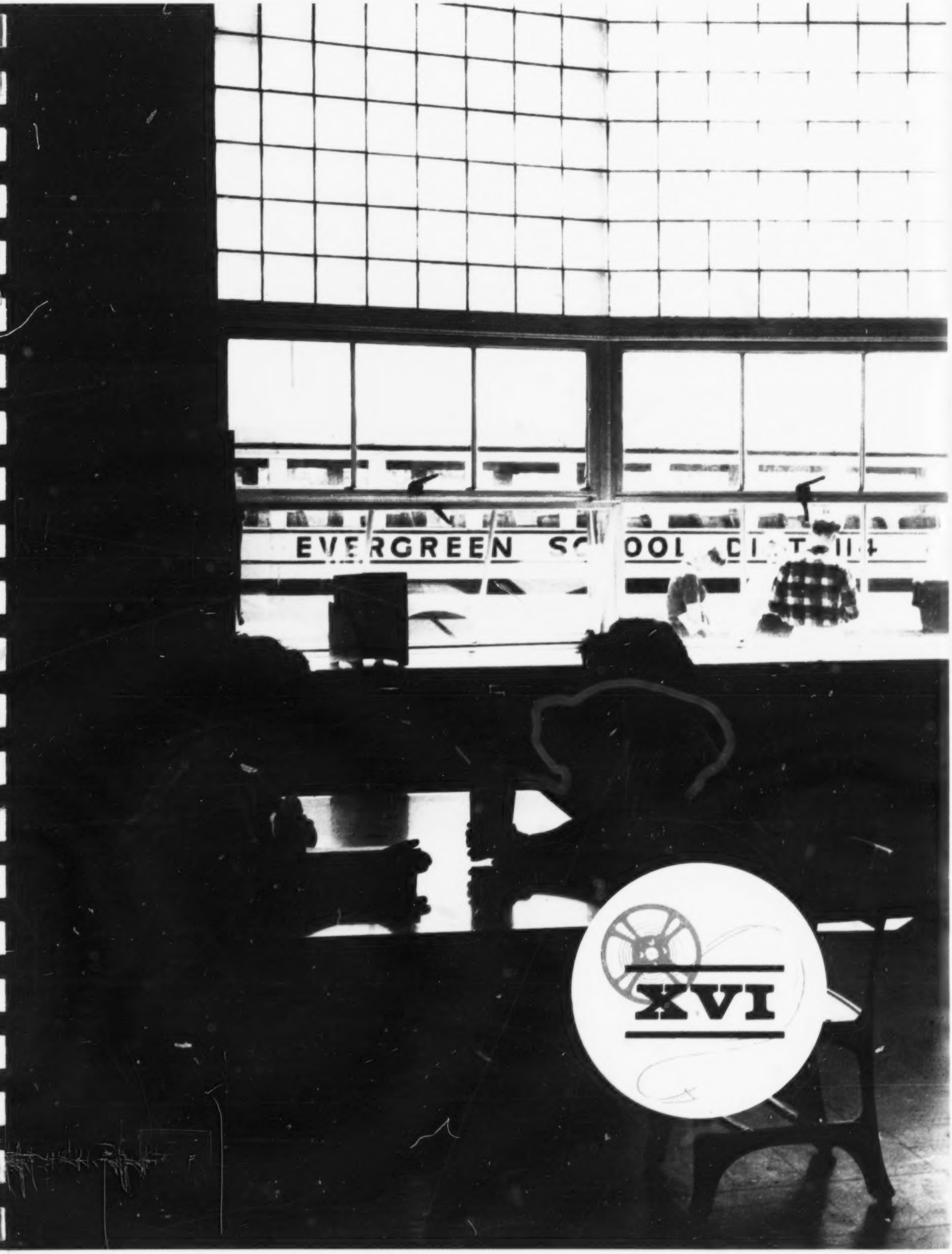
A tabulation of 55 requests for 21 new film subjects made by 17 educators (14 of them student council sponsors) in 11 states.

No.	Subject of Proposed Film	Number of Times Requested	Percentage of Total Requests
1.	Improved Film on Parliamentary Procedures	8	14.5%
2.	Orientation Film for Newly Elected Councilors	6	10.9%
3.	Orientation Film for New Sponsors	5	9.0%
4.	Film Showing the Activities of Other Councils	5	9.0%
5.	How to Hold Student Council Elections Properly	4	7.27%
6.	Film Explaining Student Council Aims to Principals and School Administrators	4	7.27%
7.	How a Good Committee Does Its Work	4	7.27%
8.	A General Film on Youth Leadership Training	3	5.45%
9.	How to Carry a Good Project to Completion	2	3.6%
10.	Group Dynamics	2	3.6%
11.	Film Showing Many Examples of Successful Student Councils' Projects	2	3.6%
12.	Duties and Responsibilities of Council Officers	2	3.6%
13.	The Importance of the Student Council to the Faculty	1	1.8%
14.	The Importance of the Student Council to the Student Body	1	1.8%
15.	How to Organize a New Student Council	1	1.8%
16.	A Student Court In Action	1	1.8%
17.	How to Handle Finances	1	1.8%
18.	Installing New Officers	1	1.8%
19.	How to Sell Dance Tickets	1	1.8%
20.	Conduct and Etiquette	1	1.8%
21.	A series of short films that present common problems, but offer no solution ("Open End" films)	1	1.8%
		55	100.00%

TABLE 4
COMBINED REQUESTS OF STUDENTS AND EDUCATORS

NOTE: Of the 177 requests for new motion pictures submitted by students and educators, 140 were for THE SAME TEN FILM SUBJECTS. The remaining 37 suggestions were scattered over 15 different subjects and are listed in Tables 2 and 3.

No.	Subject of Proposed Film	Percentage of Student Requests	Percentage of Educator Requests	Percentage of Total Requests
1.	Improved Film on Parliamentary Procedures	18.8%	14.5%	17.5%
2.	Film Showing the Activities of Other Student Councils	17.2%	9.0%	14.7%
3.	Orientation Film for Newly Elected Councilors	12.2%	10.9%	11.8%
4.	The Importance of the Student Council to the Student Body	13.1%	1.8%	9.6%
5.	A General Film on Youth Leadership Training	6.5%	5.45%	6.2%
6.	How to Hold Student Council Elections Properly	4.09%	7.27%	5.0%
7.	How a Good Committee Does Its Work	4.09%	7.27%	5.0%
8.	How to Carry a Good Project to Completion	5.7%	3.6%	5.0%
9.	Group Dynamics	1.63%	3.6%	2.26%
10.	How to Organize a New Student Council	2.45%	1.8%	2.26%


EVERGREEN SCHOOL DISTRICT 114

XVI

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XVI SYNTHESIS OF THE SUGGESTIONS INTO FILM PROPOSALS

Introduction

Every proposal for new films needs to be examined not only in terms of its educational utility, but also in terms of the production problems and costs its realization will entail.

The preceding proposals will now be analyzed from both points of view. To simplify discussion of production problems and costs, all proposals are placed in one of four categories:

TYPE ONE. An enacted film depicting a single group of students in one room. It concentrates upon a single **basic principle** of the democratic process. It is shot in live sound, in one set, under studio conditions, with the director in complete control of his materials. Because of its simplicity, costs are relatively low; but a complete, high-quality, shooting script, consisting entirely of dialogue, is required. The actors must be fully rehearsed, yet seem entirely impromptu.

Only suggestions that dramatize essential values in a limited area lend themselves to Type One production. It contains no documentary reportage, no exteriors, and shows nothing of the purported high schools, but concentrates on an illustrative playlet of universal interest to all high schools, and to many adult groups. Color is an unnecessary expense in Type One films.

TYPE TWO. A documentary re-enactment of a story about problem-solving by a real student council, shot on location. It has frequent changes of scenes, and involves all the councilors, but not the whole school. Much of it can be shot outside school hours, with relatively little disruption of the school's routine. Some casting and rehearsal are needed. Much live sound can be recorded. Since the director does not have complete control of his material but must accommodate his crew to the schedule of others under difficult field conditions, the production period is longer and the costs higher than in a Type One film. The script must be written on location, in advance of production, by a writer who can make maximum use of the real materials available.

TYPE THREE. A documentary narrative film comparable to an educational travelogue, showing many real scenes in the work of a student council and many real events in the life of a high school at the time when they occur. This requires the motion picture unit to stay on location for an extended period. Little live sound can be recorded, so the film is largely narrated. The director can do no casting, relies largely on impromptu performances, and is in much the same position as a newsreel cameraman. Because of lessened control over the material, costs are still higher. The script, written and scheduled by an advance man, is an outline of what the director hopes to cover.

TYPE FOUR. An ambitious film that involves all the production difficulties of types two and three—that is, documenting events and re-enacting events—plus much traveling from location to location, thus increasing costs and lengthening the production period. This is not to say that Type Four films must be avoided. When a Type Four script is submitted, we need to ask, "Could this lesson be taught by a simpler type of film or does it require this level of treatment?"

In addition to films, a special proposal would be the photographing of a filmstrip version of each new motion picture on student council education while it is in production.

Technically this is very simple, takes only a few minutes a day, and results in the completion of a new filmstrip for a few dollars (since the scenes are already cast, directed, and lighted for the motion picture).

However, this requires a sponsor who is interested in communication of ideas, rather than profits.

Commercial producers of teaching films have shunned this dual-issue practice on the theory that the availability of the cheaper filmstrip version would ruin the sales of the more costly motion picture. This is less true today with more adequate AV budgets and more astute buying than it was in the past, but it is still a serious problem if financial return is to be considered.

SUGGESTIONS BY STUDENTS AND EDUCATORS

The following film ideas were suggested by both students and adults.

1. IMPROVED FILM ON PARLIAMENTARY PROCEDURES

First in the preferential poll. Requested by 23 students and eight educators, comprising 17.5% of the total requests.

Although the suggestion leads numerically, that fact has been subjected to analysis by the research staff.

One motion picture and one filmstrip series, both on parliamentary procedure, exceeded all others in frequency of exhibition to the student councils. The subject is difficult and causes dissatisfaction. To what extent do the 31 requests merely reflect familiarity with parliamentary procedure as a film subject that can be singled out and **named**?

After careful consideration, the following conclusions were reached by the staff:

a. Existing visual aids on parliamentary procedure are more plentiful and of higher quality than on any other aspect of student council education. They are adequate for both introductory and advanced courses.

b. Excellent films on parliamentary procedure, such as the Canadian film, were completely unknown to those who asked that new films be made. Existing materials in this subject-area are not being utilized by the student council sponsors.

c. New films on this subject could not add enough to what has already been said to justify their production costs.

d. Print sales would be low because most interested markets have already invested in this subject, and an excellent new Encyclopaedia Britannica film, MR. CHAIRMAN, is now being released.

In view of the foregoing considerations it is recommended that any funds available for new film production be devoted to other subjects in the field of student council education.

2. FILM SHOWING THE ACTIVITIES OF OTHER COUNCILS

Second in the preferential poll. Requested by 21 student leaders and five educators, comprising 14.7% of the total requests.

This theme overlaps request No. 11 on the educators' list, "Film showing many examples of student councils' projects," requested by two more educators. This raises the total vote for this subject close to the top-ranking subject.

ACTIVITIES could make an engrossing motion picture of educational value.

A script outline has been prepared under the tentative title, FOUR COUNCILS, EIGHT PROJECTS. Four schools have been chosen, in four quarters of the nation. Each has two successful projects of such significance that they merit national attention as examples. None is a huge metropolitan school that will overwhelm small-school audiences. One is a semi-rural school, and one is a Negro school.

The research staff includes this suggestion on its list of the most-needed films. By answering the need for experience-sharing (rather than trying to teach a prescribed lesson), FOUR COUNCILS, EIGHT PROJECTS should quickly achieve maximum distribution in both the film and filmstrip versions. It should be shot in color, would be 30 minutes long, and would be a Type Four production.

3. ORIENTATION FILM FOR NEWLY ELECTED COUNCILORS

Third in the preferential poll. Requested by 15 student councilors and six educators, comprising 11.8% of the total requests.

The problem here is to devise a film that will be accepted and used by thousands of very different schools with completely different, even contradictory, student council structures and procedures. If the film attempts to orient the new councilor to any prescribed pattern, it will be useless.

A script which avoids this pitfall has been outlined. It is the personal disclosure of one boy, told in his own words. No reference is made to any specific local conditions. It is "Anywhere, U.S.A." The script concentrates entirely upon **values** and **relationships** that exist in **all** councils, weaving in as sub-themes several of the other film suggestions: Good citizenship, personal example, leadership training, discipline, good grades, self-sacrifice, idealism, and above all, character, responsibility and honor.

A location has been tentatively selected. This school fits closely the "standard American image." (It is not one of the four schools in the script FOUR COUNCILS, EIGHT PROJECTS). The councilor will have to be chosen carefully, by screen tests, from among the real councilors at the time the film is authorized for production. This picture can be shot with little disruption of the school routine, for the boy's character changes and discoveries are mostly personal, requiring only small scenes.

The subject can be covered thoroughly in 20 minutes. It need not be in color. It is a relatively simple Type Two (re-enactment) production problem. The distribution outlook is very broad, for both the motion picture and the filmstrip versions. The film should interest many adult audiences and teachers' colleges. It would inform principals who lack facts.

The staff rates I AM A STUDENT COUNCILOR as another of the most-needed films. The entire emphasis is on values and fundamental relationships.

4. FILM EXPLAINING THE IMPORTANCE OF THE STUDENT COUNCIL TO THE STUDENT BODY

This subject ranked third on the students' request list, but only 13th on the educators', bringing it down to fourth place in the combined voting, with 9.6% of the total.

The staff recommends against this as a film subject, for these reasons:

a. Each student council has specific, localized problems and projects to which it may point with pride or view with alarm. Any attempt to strike a national average would result in what one AV director called "the usual mish-mash," film producers' attempts to generalize saleably about subjects that are essentially specific.

b. To have value, this orientation session must give the student body some understanding of the structure and procedures of their **own** council; councils differ so widely that any model shown will not fit the local situation.

c. The faces and personalities of the actor-councilors shown in the film are not those of the real councilors whom the students are being urged to respect and follow. The leader-follower relationship is not transferable, and cannot be created by proxy.

The staff recommends that each school solve this problem in its own personalized way, such as by staging an assembly program at which the real student council presents its own case in a brisk series of talks illustrated by homemade visual aids depicting their own specific message to the student body. This accomplishes far more than a fence-straddling film, and it costs nothing.

5. A GENERAL FILM ON YOUTH LEADERSHIP TRAINING

Fifth in the preferential poll. Requested by eight student leaders and three educators, or 6.2% of the total requests.

A letter from the University of Indiana, published in the Appendix, reports the work that has been done there in preparing an authoritative script on this subject with the technical assistance of the NASC.

This film proposal, therefore, is already under consideration and need not be discussed here.

6. HOW TO HOLD STUDENT COUNCIL ELECTIONS PROPERLY

Sixth in the preferential poll. Requested by five students and four educators, or 5% of the total requests.

One answer to these requests already exists in the student-produced film made at Whitehall-Yearling High School. Outlining the election procedures there, this film presents one way of conducting elections which other councils could consult as a guide for comparison.

The problems in producing a film in this area lie in trying to treat the variety of situations in various schools. It is recognized that there is no single "proper" method of holding elections.

It is suggested that councils with election problems find further answers by consultation with the National Association of Student Councils. Sponsors who apply for advice on council elections have access to election plans suited to the size of the school, its resources, and its internal arrangements.

7. HOW A GOOD COMMITTEE DOES ITS WORK

Requested by five students and four educators, or 5% of the total requests. Its actual importance probably exceeds this ranking, for problems of committee work came up constantly during the interviews.

The subject—human relationships—lends itself readily to motion picture treatment in a 20-minute, Type One production.

The script needs to be worked out under the direction of one of the several national authorities on the subject who give demonstrations at state workshops and other gatherings of student councilors.

The staff includes HOW A COMMITTEE WORKS on its list of the most-needed films.

8. HOW TO CARRY A GOOD PROJECT TO COMPLETION

Requested by seven students and two educators, for a combined total of 5% of the requests.

Its actual urgency is probably much greater than the vote would indicate, for the difficulty of carrying projects through to completion was frequently mentioned in the interviews as a major problem in student council work. Several other interviewees implied the need for such training without specifically naming the film topic.

This subject can be presented in a clear, simple, narrative film. The production problem is a mixture of Type Two and Type Three. Shot on one location (a school different from any picked so far), it would be partly documentary and partly re-enactment. The cast would be the whole council. An especially fine project, entirely different from others already used, could be used.

The staff rates HOW TO COMPLETE A PROJECT as one of the most-needed films.

Twenty minutes should be sufficient, if the script is skillfully condensed. The film would be better in color, for it is painted on a broad canvas and requires many changes of scene, indoors and out, as the large-scale project moves from inception to successful completion.

9. GROUP DYNAMICS (A film demonstrating the discussion techniques of brain-storming and the buzz session, with a little role-playing included).

Only two students and two educators or 2.26% of the total requests proposed this film subject, but as a topic of conversation it came up often during the travels of the research staff.

No subject lends itself more completely to communication through the medium of the sound film than does GROUP DYNAMICS. Indeed, it is difficult to visualize the subject being taught in any way other than by dramatization, or the filming of a dramatization.

This is a simple Type One production. Since careful individual characterizations are necessary, and much interplay of personalities is required, the film might last 25 minutes.

A tentative script has been outlined, subject to revision and expansion by the experts in this field. The story is simple: An informal meeting starts with nothing and ends up with a fully developed project. The by-play, through which ideas are collectively created, is quite complex, involving the different kinds of contributions made by conflicting psychological types, finally resolved in a well-balanced outcome.

In the right hands, GROUP DYNAMICS could become the most valuable film in the series, used nationally by groups of all types and ages, and shown on educational television. The use of color film, in this case, would be a liability rather than an asset.

10. HOW TO ORGANIZE A NEW STUDENT COUNCIL

Requested by one educator and three students, or 2.26% of the combined requests.

This idea overlapped, in the minds of the interviewees, with the general problem of better organization of existing councils. The idea of giving new schools a model to follow has great potential value if properly understood and expertly developed. It is excellent screen material.

First, the approach needs to be changed. Instead of the didactic title, we suggest a freer one, HERE'S ONE WAY OF DOING IT, or HERE'S HOW WE DID IT.

The film would be the story of how a new school started its student council, why it chose certain forms of organization, and where it got its guidance and ideas.

A script outline has been written covering the story, but the exact features of the model organization must be worked out with a committee of experts.

This is a Type Two (re-enacted) production problem of the "heaviest" or most difficult nature. It would be shot on location at a school where an outstanding council already exists and is eager to cooperate by re-enacting the story. Much depends upon the quality and "tightness" of the final shooting script, for the story should be told in 20 minutes.

Because of the importance of informing the thousands of schools where student councils do not yet exist, the staff suggests that HERE'S HOW WE DID IT be placed high on the list of the most-needed films

SUGGESTIONS BY STUDENT LEADERS

The following film ideas were mentioned only by students.

11. WHAT IS THE NATIONAL ASSOCIATION OF STUDENT COUNCILS AND WHAT DOES IT DO FOR STUDENTS?

Requested by 12 student councilors, or 9.9% of the student total.

The idea holds good possibilities for utilization of the motion picture approach.

To do justice to the scope of NASC, this would have to be a Type Four production, requiring scenes photographed in many different locations from coast to coast as they occur in reality over a long period of time. If attempted as an isolated film project, production costs would be tremendous. However, there is a solution. If a series of films were in production in different sections of the country, the nearest crew could be detached briefly to cover an event when it occurred. (For example, NASC participation in state and regional workshops, summer leadership camps, regional conventions, the national convention, educators' conferences, sponsors' training programs, and other events.) Use of professional film makers is important however, because a jumble of haphazard amateur shots cannot command the national respect the theme deserves.

Because of the value of this film for encouraging council work, the staff includes it on the list of needed films.

12, 13, 14.

These three subjects suggested by students are not recommended for films, for the following reasons:

CITIZENSHIP AT SCHOOL — covered by proposals already recommended, as well as by existing films such as CITIZENSHIP IN ACTION.

ENFORCING DISCIPLINE — idea came from a private school, and is not acceptable to majority of public school student council sponsors, judging from conflicting statements on the discipline problem.

THE HONOR SYSTEM — will be covered in the proposed film, I AM A STUDENT COUNCILOR and possibly in other recommended films.

SUGGESTIONS BY EDUCATORS

Educators of long experience in the student council field made excellent suggestions that did not occur to student leaders.

15. ORIENTATION FILM FOR NEW SPONSORS

The third choice in the preferential poll of educators, requested by five persons, or 9% of the total.

This idea is so rich in merits, and so well suited to film presentation, that it scarcely needs elaboration.

A script outline has been written under the tentative title I SPONSOR THE STUDENT COUNCIL. It embodies what the staff has learned from sponsor interviews, but needs suggestions for revision and expansion by council experts. The first-person narrative follows the same personal-disclosure format as its counterpart, I AM A STUDENT COUNCILOR. If a male sponsor is chosen to play the leading role, he gets advice and help from a woman sponsor in a nearby school, or vice versa. The object is to make the film equally acceptable both to men and to women. The film would be intended for showing only to adults. Problems would be discussed as candidly as at a sponsors' workshop.

I SPONSOR THE STUDENT COUNCIL is a Type Two (re-enacted) production of a relatively simple kind, lasting 20 minutes. With the right script, it can be a warm, engrossing, inspiring story of the problems and satisfactions of conducting this vitally important phase of education.

The only possible objection to I SPONSOR THE STUDENT COUNCIL is that its distribution might seem limited to private showings for one or two individuals, such as the new sponsor and his principal. This objection disappears when the film's large distribution potential is analyzed. While every new sponsor should see this film, it can also be exhibited with good effect to many large groups: at sponsors' workshops, to faculty meetings, to conferences of school administrators, and in teachers' colleges.

The staff strongly recommends that this subject be given a high priority on the list of the most urgently needed films.

16. FILM EXPLAINING STUDENT COUNCIL AIMS TO PRINCIPALS AND SCHOOL ADMINISTRATORS

Sixth choice of the 17 educators polled. Requested by four sponsors, or 7.27% of the total.

Films aimed directly at certain groups with the avowed intention of changing their opinions meet with "sales resistance."

The same objective can be accomplished more tactfully, without making a special film.

Scenes can be taken from all the new films after their completion, and edited into a comprehensive film report resembling the nationwide "documentary film round-ups" that have proved so effective on television. We suggest a new title, THE STUDENT COUNCIL AND THE SCHOOL.

New narration would be especially written, intended for its audience, and aimed at all persons in authority. THE STUDENT COUNCIL AND THE SCHOOL would be suitable for showing at meetings of educators and also in teachers' colleges. Faculty meetings could make good use of it.

The cost of the film would be low, since all the scenes required would already have been photographed under other budgets.

By showing selected episodes from many different states where councils are doing fine things for their schools — including several scenes involving sympathetic principals — a favorable attitude toward student councils should result.

The staff feels that THE STUDENT COUNCIL AND THE SCHOOL belongs high on the list of needed films, but because of the special production plan proposed, its compilation would depend on the completion of other recommended films. Attempted as an isolated production, its national scope would impose excessive costs.

Titles already recommended that would be highly suitable for showing to principals are: FOUR SCHOOLS, EIGHT PROJECTS; I AM A STUDENT COUNCILOR; THE NATIONAL ASSOCIATION OF STUDENT COUNCILS; HERE'S HOW WE DID IT; and I SPONSOR THE STUDENT COUNCIL.

17. DUTIES AND RESPONSIBILITIES OF STUDENT COUNCIL OFFICERS

Twelfth choice of the 17 educators polled. Requested by two, or 3.6% of the total.

A filmstrip series, reviewed in Section X, shows the duties and responsibilities of club officers. As introductory material for the new council, this series should be adequate.

For more advanced treatment of the subject, the duties and responsibilities of each office would be shown briefly in HERE'S HOW WE DID IT, the film showing the organization of a model council. It will also recur from a different viewpoint in I AM A STUDENT COUNCILOR. Good officers will be seen in action in all the proposed films. The staff suggests that this subject scarcely warrants production as a separate film title. Isolated from the context of the whole council, it becomes didactic.

18. THE IMPORTANCE OF THE STUDENT COUNCIL TO THE FACULTY

Suggested by one educator. This objective can be accomplished quite well by titles already recommended, such as THE STUDENT COUNCIL AND THE SCHOOL, I SPONSOR THE STUDENT COUNCIL, I AM A STUDENT COUNCILOR, and others.

19. A STUDENT COURT IN ACTION

Suggested by one educator. It would be possible to make a thought-provoking discussion film on this subject by reversing the approach.

The title would be a question: DO WE NEED AN ADVISORY BOARD? The story is told by a girl student councilor who has just returned from visiting a school where selected student council members have the authority to adopt a semi-judicial attitude toward students who get in trouble. As she tells her home student council about her experiences, the scenes of the advisory board in action are re-enacted back at the other real school. Failures as well as successes are shown. The film closes with the girl narrator asking her council, "What do you think? Does our school need an advisory board?'

This is an open-end film, and a Type Two production problem, plus a quick trip to a second school for the first and last sequences. It raises a question, presents the evidence pro and con, but decides nothing. Its purpose is to stimulate serious discussion in the student councils where it is shown.

Adult groups concerned with juvenile delinquency may see important possibilities in the growth of the advisory board movement, whereby the best elements among the older students are actively enlisted on the side of law and order.

Although the subject comes up often in student council work, this film is merely suggested for discussion, not recommended for the list of most-needed motion pictures.

20, 21, 22, 23.

The next four subjects suggested by educators are not recommended for films, for the following reasons:

HOW TO HANDLE FINANCES—better taught on a local basis.

INSTALLING NEW OFFICERS—insufficient content to justify a separate film. Covered by existing films and as an incident in proposed films.

HOW TO SELL DANCE TICKETS—not basically significant.
CONDUCT AND ETIQUETTE—covered by recommended films.

24. SERIES OF "OPEN-END" FILMS

Suggested by one sponsor. The idea needs development before it can be judged. The "Open-End" technique certainly is an effective one. If a series of ten suitable topics could be agreed upon, ten five-minute films, each posing a different question with a different cast, could be shot at the ten locations at the same time the longer films are being produced.

SUGGESTIONS BY THE RESEARCH STAFF

In addition to the foregoing suggestions, analysis of the 102 interviews yielded several ideas that deserve serious consideration. Some were merely implied in the interviews. Others have been recommended by the staff as possible solutions to problems described many times.

25. FILMS SHOWING MINORITY GROUPS

The criticism of the existing materials is felt to be answered by the suggestion that one of the four schools photographed in the proposed film FOUR COUNCILS, EIGHT PROJECTS be a Negro high school with outstanding council.

26. A COMPLETE FILM RECORD OF A STUDENT COUNCIL'S YEAR

This came up during an interview with an Eastern sponsor. He suggested that "every project and activity, serious or frivolous, be photographed at the time it was happening."

This is a Type Three production problem. The long time-lapse imposes unreasonable production costs, if approached at the professional level. However, when viewed as a home movie project to be carried out by the students themselves, the idea becomes feasible, and has merit. If well made, with a sound track on it, and nationally distributed, such a film could be a real contribution to experience-sharing among councils. This is a suggestion for a student project, but not for a professional production.

27. SHALL WE BAN STUDENT DRIVING?

This film would be re-enacted by the school and the community that really banned student driving. The reenactment would adhere to the historical facts. The true story is outlined in the list of student projects included in the Appendix. The script would emphasize the constructive role played by the student council. The production is a Type Two problem. Location costs could be high but script costs would be reduced by the thorough interviewing already done.

The film is discussed here because of the large amount of national newspaper and magazine publicity that the subject has received.

Distribution of such a film, for discussion purposes, could be more extensive than that of any other subject proposed. It could reach beyond the high schools into adult outlets. It could show an outstanding student council in action to many who do not know what a student council is.

The subject is not recommended, but is merely reported as one of the most responsible projects that was discovered by the investigation. (A logical sponsor might be one of the central bodies of the insurance business who have already given schools a number of valuable sponsored films in the areas of health and safety. The recent large rate increases in the accident and liability insurance of any motor vehicle to which a younger driver has access is a statistical reflection of the human realities involved.)

The sole purpose of the film would be to stimulate thought and discussion on a problem that can be solved only on a local basis by each individual high school.

Its tone should be fair, impartial, documentary. At the first sign of preaching or propaganda, the film would become objectionable. Some communities could not possibly ban student driving. Many others would like to, but do not know how to begin.

28. EVALUATION SESSION

Several experienced sponsors stressed the necessity for student councils to learn to evaluate their work. Two of the outstanding councils described feature regular evaluation sessions. Every educator will recognize the potential impact of a really instructive film on this timely and modern teaching technique.

A highly effective evaluation session can be demonstrated clearly in a 20-minute Type One production of the simplest and least expensive kind.

At its final meeting, the outgoing student council reviews its year's work. Lively debate ensues. The sponsor's role is illustrated. Six major projects are evaluated, some briefly, some in more detail. Reasons for success, and for failure, are brought out with candor and insight, the sponsor assisting. A tape recorded account of the meeting is bequeathed to the incoming council.

The staff recommends that EVALUATION SESSION, combining low cost with high content and wide utility, be placed on the list of the most-needed films. It stresses values and the democratic process.

29. THE VOTE WILL NOW BE TAKEN

Materials for a psychological film of interest occur in students' and educators' vivid descriptions of the wrong attitudes toward voting that handicap some of their council members. Many interviewees agreed that this is one of the major problems in citizenship education. A 20-minute Type One film could render assistance in its solution.

The action takes place entirely in a student council meeting of about 15 members. Six of them—three boys and three girls—come under the camera's close scrutiny. Their secret thoughts are heard and seen. Each is following a wrong line of reasoning about an impending vote. A good motion is going to be defeated because each is yielding to some form of fear, prejudice, or favoritism. Suddenly, the outcome is averted, a change effected, and the scene is repeated. Again, their secret thoughts are revealed. Each of the six wrong attitudes is replaced by courageous and impartial voting according to the well-thought-out personal convictions of the individual students. The motion is carried. The spirit of democracy has been well served. A lesson in values has been taught.

THE VOTE WILL NOW BE TAKEN is another of the highly desirable Type One films that can be shot quickly under studio conditions with a selected cast of semi-professional ability.

Distribution could extend beyond the council field into youth organizations of every sort, into adult education, and into educational television. It is recommended as another on the list of the most-needed films.

SUMMARY OF RECOMMENDED FILMS

The recommended films are:

FOUR COUNCILS, EIGHT PROJECTS	Type Four	30 minutes
I AM A STUDENT COUNCILOR	Type Two	20 minutes
HOW A COMMITTEE WORKS	Type One	20 minutes
HOW TO COMPLETE A PROJECT	Type Two	20 minutes
GROUP DYNAMICS	Type One	25 minutes
HERE'S HOW WE DID IT	Type Two	20 minutes
THE NATIONAL ASSOCIATION OF STUDENT COUNCILS	Type Four	30 minutes
I SPONSOR THE STUDENT COUNCIL	Type Two	20 minutes
THE STUDENT COUNCIL AND THE SCHOOL	(montage)	30 minutes
EVALUATION SESSION	Type One	20 minutes
THE VOTE WILL NOW BE TAKEN	Type One	20 minutes

Script already prepared by University of Indiana:

A General Film on Youth Leadership Training

Suggested for discussion, but not formally recommended:

DO WE NEED AN ADVISORY BOARD?	Type Two	20 minutes
SHALL WE BAN STUDENT DRIVING?	Type Two	30 minutes
SERIES OF "OPEN-END" DISCUSSION FILMS to be shot concurrently with the 11 recommended titles	Type Two (each)	5 minutes

Not recommended for production at the present time:

CITIZENSHIP AT SCHOOL

ENFORCING DISCIPLINE

THE HONOR SYSTEM

DUTIES AND RESPONSIBILITIES OF COUNCIL OFFICERS

HOW TO SELL DANCE TICKETS

HOW TO HANDLE FINANCES

INSTALLING NEW OFFICERS

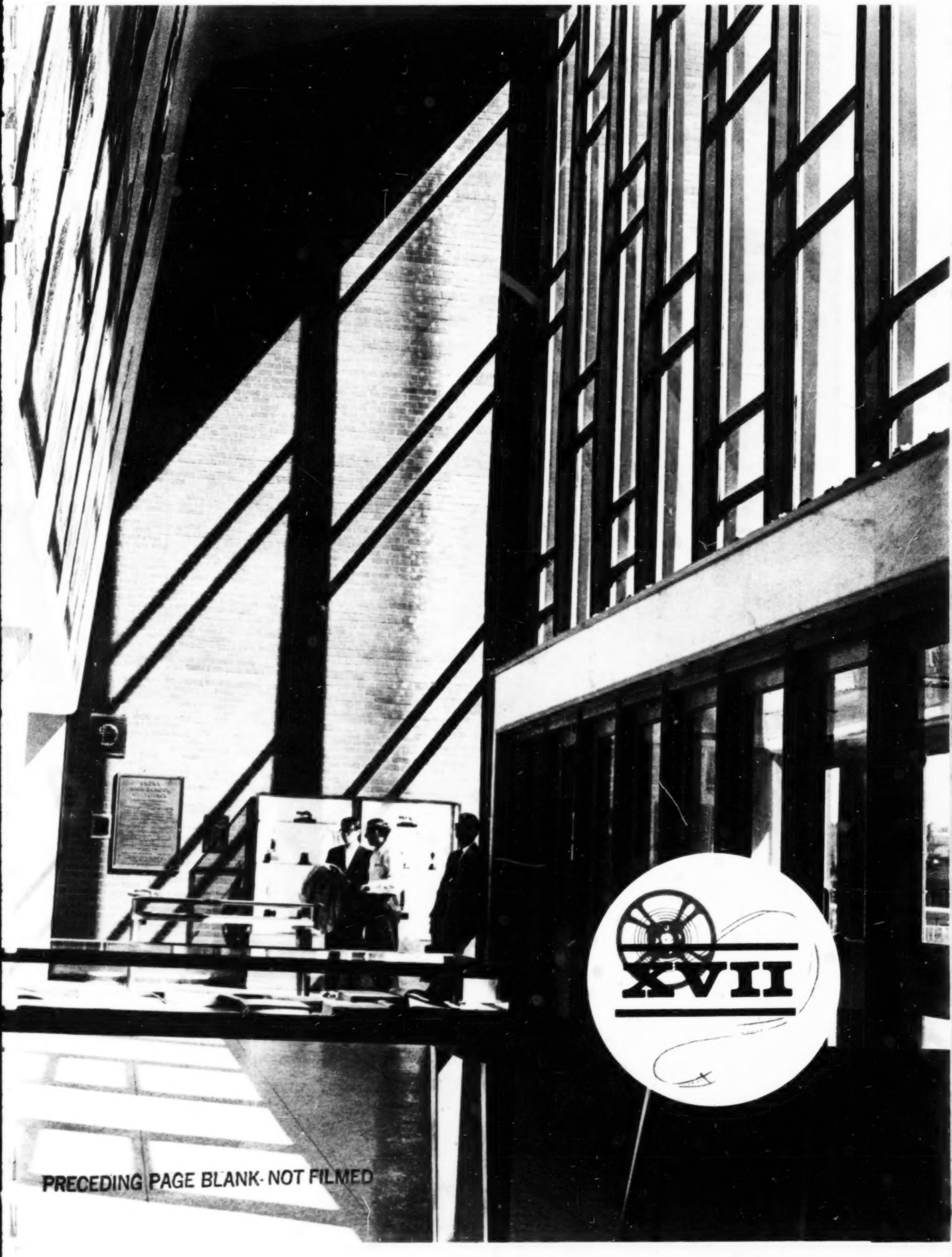
CONDUCT AND ETIQUETTE

IMPROVED FILM ON PARLIAMENTARY PROCEDURES

THE IMPORTANCE OF THE STUDENT COUNCIL TO THE STUDENT BODY

HOW TO HOLD STUDENT COUNCIL ELECTIONS PROPERLY

THE IMPORTANCE OF THE STUDENT COUNCIL TO THE FACULTY



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XVII WORK IN PROGRESS

It was hoped when this study was proposed, that the investigators would be able to report several good examples of new production. The brevity of this section indicates the current state of this field.

Except for a few local self-produced student council amateur films, there is no work in progress.

The following are quotations from some leading producers of educational films and filmstrips. Their complete letters may be found in the Appendix.

> "Nothing new in productions. No future plans at present because of heavy commitments in science and other large curriculum areas."
>
> **—John T. Bobbitt, Director of Research of Encyclopaedia Britannica Films, Inc.**

> "We will be making additional films in student government when our production program permits. However, we have not set definite dates for such production."
>
> **—Hal Kopel, Program Director of Coronet Instructional Films.**

> "We have never had any demand for such material [in student council education] and have, therefore, concentrated our efforts in other educational fields."
>
> **—Albert J. Rosenberg, General Manager, Text-Film Department, McGraw-Hill Book Co.**

> "Priorities of films in other subject-matter areas have not made it possible at the present time to include the second student council film in our current production activities."
>
> **—L. C. Larson, Director of Audio-Visual Center, University of Indiana.**

> "At the present time we do not have a project in progress for the student council. We are definitely interested in producting more filmstrips in this area."
>
> **—Kenneth L. Russell, Educational Filmstrips.**

An inquiry was also sent to the National Film Board of Canada. No reply was received.

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XVIII

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XVIII CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. In schools where it is given a fair trial, the student council program produces a remarkable variety of highly desirable educational results for the individual student, for the entire school, and for the adult community.

2. The creation and guidance of an educationally effective student council demands special, extra-curricular effort of a high order on the part of one or two faculty members.

Very few attend workshops or receive any preparation before assuming their serious and complex responsibilities for an educational task that is generally regarded as important to any well-conducted American high school.

This anomalous situation contrasts with the intensive teacher training required before even the simplest curricular subjects may be legally taught. It contrasts sharply with the supply of well-paid personnel, costly facilities, and operating funds allotted to some other extra-curricular activities.

Yet despite handicaps more severe than those imposed upon many other teachers, devoted council sponsors have remained at their posts voluntarily for many years, developing a succession of able student leaders.

3. The curricular teaching of citizenship, government, civics, and social studies becomes more meaningful and real for students when supplemented by the program of an active student council, which involves the entire student body in various phases of preparation for adult citizenship responsibilities.

4. A few far-sighted educators created active student councils 25 years ago. The council movement has developed specialized educators of extraordinary ability and enthusiasm. The values and techniques necessary for success have been well-defined and tested by time. National and state leaders know what should be taught and how it should be taught.

Quantitatively, however, the student council movement is in a nascent state. Only about 8,600 of our approximately 25,100 high schools have student councils today.

The program of visual aids outlined in this report is directed toward assisting a vital educational development which is no longer experimental, has strong and experienced leadership, and has a high growth potential.

5. Because of the foregoing considerations, it is concluded that a program of practical assistance to the student council movement in every state merits a place among the high-priority projects facing the nation.

It deserves the same attention that was given to accelerating, extending, and enriching science education a few years ago when the nation grew alarmed. In a sense it is the corrective "second wave" following the sudden and necessary emphasis on science.

The time element is indeed of the essence; for it is not as if we had unlimited time to strengthen our educational defenses against the ideas which threaten free American institutions.

The ideological struggle has as its prime target the minds of the rising generation. To meet the challenge, the educators interviewed stressed the need of stimulating student leaders to think for themselves. To establish clear goals of national purpose, they stressed the need for value education, and the demonstration of the basic techniques of the democratic process.

6. In the opinions of educators and student leaders interviewed, good audio-visual aids can accelerate, extend and enrich student council education. This is due to the inherent qualities of the subject, and to the nature of the problems that confront the educators in charge of this work, problems which largely relate to the communication of ideas and the structuring of attitudes.

7. Despite the need and the possibilities in this field, it was found that the weakest aspect of student council education is the lack of up-to-date high quality visual aids related directly to its present needs. In no other vital field of secondary education is there such a severe shortage of these modern teaching tools.

8. In this report, AV media other than motion pictures were reported upon and discussed. Utilization of the other audio-visual media could be greatly increased without large financial expenditures.

Their chief value lies in their application to specific local situations involving problems of student council education.

The sound film, however, is the superior media to solve the educational problems on a national level.

9. Testimony by educators and student leaders expressed their eagerness to receive and make use of effective new films and filmstrips.

Although lack of time was cited as a reason for not showing films, most of the same speakers reversed themselves by adding that they would take time if good films were available. Some schools reported ample time available. One council had a weekly Program Period for enriching leadership education.

10. To fill the need, some student councils have made their own amateur films, which were warmly received by student audiences. This use of self-help and do-it-yourself visual aids and tape recordings is regarded as significant.

11. The research provides proof to refute the argument that student council films can reach only a small audience. Student councils are, on the average, larger than curri-

cular classes. Many councils conduct intramural leadership training courses reaching hundreds of students. They arrange programs for freshman classes, and for the whole student body at general assemblies. A new student council film series could reach the largest of all school audiences.

12. Existing motion pictures dealing with citizenship education and youth problems were found to be in an extremely low state of utilization.

The investigation pointed to some causes for this situation:

a. Generally, student council education was not recognized as a definite subject area. Film catalogues, lucid in other respects, listed little or nothing under the subject heading "Student Councils." Usable films were found widely scattered under many classifications which made their orderly and regular use difficult. Film evaluation committees of teachers were functioning in every major subject area except student council education.

b. Conventional sales efforts by commercial producers did not deeply penetrate this specialized market whose main source of ideas is the NASC magazine, STUDENT LIFE, and the exchange of information at state, district, and national workshops.

c. Practices recommended at the state workshops tended to set the patterns for the state. Therefore, the absence of audio-visual periods from the agenda of the state workshops was another cause of low utilization of films and filmstrips. Lack of program time was cited as a valid excuse, but lack of information concerning the materials available was seen as an underlying reason for the omission.

13. The research staff concluded that the greatest single cause of non-utilization of available films was the fact that they had never been catalogued and evaluated in a publication that related them to the needs of student council education.

This investigation has produced the first comprehensive catalogue of films [illegible] filmstrips that relate either directly to this field, or indirectly, through imaginative application.

Directly related films and filmstrips and half of the indirectly related films have been evaluated by student leaders, educators, film reviewing services, and by the research staff.

14. It was found that in at least one state, the state secretary was personally distributing a few films directly to councils in a systematic manner. This single finding points the way to a general solution of the problem of distribution.

The present active level of state associations would make possible effective distribution of the visual aids proposed.

However, it was also concluded that distribution in metropolitan areas could be made efficiently through regular AV channels, as soon as the council sponsors were sufficiently informed to request specific titles. AV directors repeatedly stated that they had budgets adequate to purchase any film for which there was sufficient demand.

15. Evidence from leading commercial educational film producers indicates that no work is in progress on films for student council education. Primarily there are two reasons for this: first, an assumption by the producers that there is a lack of demand; and second, the priority naturally given by the producers, who are operating a commercial enterprise, to film subjects which from past experience have proved financially more successful.

16. The investigation gathered 177 requests for new motion pictures which student leaders and educators said they need to further student council education. Significantly, 140 of the requests were concentrated on the same ten film subjects. The remaining 37 suggestions were scattered over 15 different subjects.

17. The staff synthesized ideas offered by students and teachers, added its own research, and formulated a list of 11 films recommended for production.

Three others, of a controversial nature, were listed for discussion. Twelve suggestions were advised against as impractical, or as being capable of inclusion within the recommended subjects. One was referred to a university that has already prepared a script.

18. The investigation pointed to the necessity for paying close attention to the fundamental criticisms of existing teaching films expressed by educators and student leaders. Wide-spread dissatisfaction exists. The most serious and frequent criticisms were: The films are too elementary, are written for junior rather than senior high school students, show old-fashioned styles, talk down to students, are miscast, and are so unnecessarily dull that modern students resent being required to view them.

19. The general conclusion to be drawn from the report as a whole is that favorable and clearly defined opportunities now present themselves for strengthening the work of all existing student councils, and for rapidly extending the benefits of student councils into thousands of new schools. In part, this opportunity can be met by supplying the leaders of the state and national organizations with educational materials they request: an adequate selection of modern films and filmstrips of high quality and superior content.

RECOMMENDATIONS

1. It is recommended that the officers of the National Association of Student Councils be invited to review the proposals arising from this investigation.

2. It is recommended that a series of films, based on the 11 films suggested by this study, be produced. To achieve efficiency of cost, as well as coordination of ideas, scripts, and production, this series should be made under the direction of a central production agency.

It is also recommended that the production of the film series should be financed by grant or subsidy.

3. To answer the valid criticism that existing films and filmstrips are aimed at too low an age-level to interest high school students, it is recommended that any new series be written at a much higher level and be made as lively and interesting as possible. This recommendation relates also to the findings that most student council members have interests far above the average for their age-group. How high the age-level can go is for the advisory committee to decide.

a. It is recommended that at least two experienced, mature student council members be on the advisory committee. Further, shooting scripts should be submitted to several council members from different schools. Their comments and criticisms would be invaluable. They are the audience.

b. To answer criticisms of the voices of adult narrators, it is recommended that the narrators of a new film series be students of about 18, and that several, both boys and girls, be used in each film, so that no one personality is overplayed. This recommendation is related to the high degree of student acceptance of narrators of their own age in the student-made films that were studied.

c. To meet the criticisms of dullness, childishness, unnatural behavior, and lack of convincing human interest, it is recommended that the Type One films not be documentary records of actual student council meetings, but be conceived as demonstration films acted by students chosen for their ability to play demanding roles in a film of professional quality.

4. To meet the needs of the junior high school student, it is recommended that films and filmstrips, based on further research of this audience, be produced specifically for this age level.

5. It is recommended that student councils be encouraged to produce and distribute their own motion pictures and tape recordings as an excellent low cost way of sharing their experiences with other schools.

6. Student councils should be encouraged to develop programs for television and radio shows, a method of presenting council work to the community.

7. It is recommended that the idea of establishing Film Committees in the councils be considered as a means of utilizing films, through rentals and free loans, without making extra work for the sponsor.

To make time for film showings it is recommended that a Program Period be adapted into the schedule of student councils.

8. It is recommended that audio-visual sessions for screenings and exchange of information be included in the programs of student council workshops.

9. It is recommended that distribution of student council films and tapes be handled through the office of the state executive secretary, except in large metropolitan areas.

10. In Section XII, recommendations for extracting and distributing the Catalogue pages of this report are made. Adoption of this recommendation would increase the utilization of existing films and filmstrips.

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APPENDIX A
PROFILES OF SCHOOLS SURVEYED

It was not an objective of the investigation to prepare comprehensive reports upon the structure and procedures of the student councils in the 18 schools surveyed.

The following descriptions of the schools and their councils contain only the minimum of facts needed to provide essential context for data gathered on the assigned objectives of the investigation.

These profiles describe 16 schools. In two junior high schools, where investigation was incidental to the main inquiry, the sponsors were queried but detailed information on the school itself was not sought.

These sketches are not official statements by the schools. They were gleaned from interviews with sponsors and students. Since the interviews were impromptu, there are omissions, in the general and formal sense.

1. **High School. West.** Enrollment 1200. Grades nine through 12. City has grown from 7000 to 25,000 in ten years. About 30% of the student body are of Spanish-American descent. About 5% are children of recently arrived German scientists. Several of these are on the council and most are honor students, despite language difficulties. Another small per cent are Negroes.

Children of transient military personnel arriving from all states and from abroad create a problem of uprooted youngsters with widely divergent backgrounds entering classes at any time of the school year. All interviewees claimed that transients joined readily in harmonious relationships existing between the different ethnic, social, and language groups. Personal observations of two staff members substantiated all claims; the school was free from tensions, cliques, and discriminative practices.

The school has had a student council "for at least ten years, maybe longer; that's as far back as our minutes go." All class presidents automatically become council members. In addition, the three upper classes each elect four other councilors. Every school club chartered by the council sends one representative to the council. Six more are members-at-large, elected by the whole student body. "This is to take care of anyone who might just have moved in from another school." Council has 40 members, of whom 25 to 30 are girls. Candidates must meet "a residence requirement, a scholastic requirement, and a very general requirement of leadership ability," according to the student handbook. In addition, each candidate for council must present petitions bearing signatures of at least 5% of the student body. "Council then screens the candidates and reduces their numbers to two for each office unless there happen to be more than two outstanding candidates for the same office."

About 60% of the students vote. Secret ballots are cast in official voting booths borrowed from the city. Votes are counted by a student council committee. About 15% of the councilors are Spanish-Americans, among them two of the four highest officers. Several German-Americans are in the council.

Council meets twice a month for one hour. Councilors who miss one meeting without a good excuse are dropped from the council. Several interviewees expressed warm appreciation of their principal's understanding and support of the council, or spoke with pride of their principal's leading role in the state association of principals.

There are two co-sponsors. Both are enthusiastic young men. One has three years' experience, the second is new this year.

One unique fact about this school is that student councilors are awarded school letters for their service, the same school letters that football players earn. In addition, the six best councilors receive an Outstanding Council Member award.

2. **Junior-Senior High School. South.** Medium-sized city. Enrollment 1700. Grades seven through 12. Only high school for Negroes in that city. Many students from middle-class and professional-class homes. Student council of 50 members. Each home room elects one voting delegate. All unsuccessful candidates for election automatically become honorary members and may attend all council meetings and speak, but cannot vote. Any student who has served for two years automatically becomes an honorary member until graduation, whether re-elected or not. "This makes a pretty large council—sometimes too large."

Council elects its own four officers and appoints about eight standing committees: Program, School Service, School Welfare, Social, Finance, Safety, Hospitality, Publicity and Publications. Every committee has its own faculty advisor.

Executive committee meets every Monday morning. Full council meets at least twice a month, "oftener if necessary." Most of the meetings are after school and last 45 minutes. Once a month the school administration permits a council meeting on school time, the sixth period. "These are usually our best meetings. We are trying to get all our meetings held during school hours, but can't."

Council has no judicial functions. "Most of the ideas that we try to execute come from magazines published by national headquarters." Elections held first week in May. Lively election campaigns with parades, posters, use of public address system, and a mock convention during a regular assembly period. At least 95% of the students register and vote in booths by "precincts," using written ballots. All teachers vote. The entire maintenance staff votes. "Better cooperation from them if they have a hand in what we do."

In addition to the novel voting practices mentioned, another distinctive feature is the emphasis placed upon the council's annual Evaluation Meeting, at which the students review their accomplishments and criticize their own shortcomings. (Several educators in other states spoke of the importance of trying to teach students to do this.)

3. High School. West. Large city. Enrollment about 3100. Grades ten through 12. Attendance in split shifts. Whole student body never present at same time. Marked diversity of economic and ethnic backgrounds. Large minority groups: Orientals, Spanish-Americans, Negroes, others. Numerous individuals from every group named have made outstanding scholastic records, have been elected to the student council and become outstanding and popular student leaders. "All work together, never have any trouble."

High scholastic standing. Its student council is one of the oldest in the United States, going back "probably 25 or 30 years." Present sponsor has served several years at this school, has 14 years' experience in advising student councils.

Structure: presidents of three classes, separately elected; representatives of student publications; eight representatives from senior class, six from juniors, four from sophomores, total, 25. Special care is taken to keep an equal number of boys and girls on the council and to share honors and responsibilities equally between the sexes.

There is a second elective body called the Delegate Assembly, elected in the home rooms, with one representative for every 30 to 35 students. "It has its own officers but it works with the student council. The Assembly is our direct connection with the whole student body." The Delegate Assembly elects the Principal's Advisory Council, composed of the Assembly's officers plus three boys and three girls. Assembly meets before or after classes.

Candidates circulate petitions requiring from 100 to 200 signatures, depending on the office. Candidates' grades and conduct record must be approved by the dean. If more than two approved candidates have filed for the same office, primary elections are held. One election assembly is held. Major candidates speak briefly. Others are merely introduced. There is no further campaigning. "No posters, no gimmicks; it's very serious." Primaries are conducted through the home rooms with written ballots, all voting. Final elections are conducted at polling places, with registration and other realistic procedures. Optional voting in finals attracts 85% to 87% of the student body.

School has point system strictly limiting the number and kind of extra-curricular activities any individual may undertake, "so you won't spread yourself too thin." Impossible, for example, to be a cheer leader and also a councilor. "It is extra important to spread jobs around so they are not all given to a few persons."

Distinctive feature: The student council at this school meets every day for fifty minutes on school time "as a regular class" for which councilors receive academic credit, "but credit is not the thing they are interested in."

4. High School. East. Large city. Enrollment 2500. Grades nine through 12. Specialized curriculum school open to the entire city. Applicants take entrance exams in English and math. About 25% of applicants are accepted. Average IQ, 140. Almost every graduate goes to college. There are a few individuals of diverse ethnic origins, but no minority groups as such. "There is no problem of juvenile delinquency and no discipline problem of any sort here. Some are sent here because it is considered the nicest school in the city and the youngsters will meet students whose interests are academic and who will cause no trouble." The student body is two-thirds boys. The economic background is generally, but not exclusively, high.

The student council is 22 years old. It has 70 members, one elected by each home room. The "reps" elect their own officers. Their meetings are open to everyone, and anyone may speak if recognized by the chair. They meet twice a month, after school. "I found that if they met once a week, they had nothing to discuss and it got to be a farce. To meet merely for the sake of meeting, and say 'this is democracy' is nonsense."

The five-member executive board meets oftener. Three are the council officers, two are reps. Much of the daily work is done by committees.

Elections are held in the home rooms. Nearly everyone votes. "Once in a while someone gets ornery and doesn't want to, but that's his democratic right. There's no pressure or fine."

The distinctive features of this council are best described in the words of the sponsor:

> "The council is in charge of all extra-curricular activities. This necessarily is an elastic structure. They are in charge of all clubs and all teams. We have squads; we have committees. We recruit the squads for the teacher in charge of each squad, in everything from chemistry to English. If a group wants to form a club, it can get a faculty advisor and must be chartered by the student council. If they want money, they must submit their budget request to the student council.
>
> "We have publications which are technically under us. We don't censor. We charter, and we allow the money. We have a newspaper, literary arts magazine, a physical science journal, a math journal, all sorts of term papers, and this is all under the student council."

5. High School. West. Suburban. Enrollment 1850. Grades nine through 12. Beautiful physical plant. The area has grown rapidly. Many parents are employed in the aircraft industry as assembly line workers, technicians, and office clerks. The general background is middle class, with a few students from wealthy homes. There are a few students of Oriental parentage and a number of Spanish-

Americans. "This school graduated its first class in 1908, and its age gives it more tradition than the newer schools." The sponsor has 14 years' experience and is writing a manual for new sponsors.

"Our student government is composed of two bodies, the house of representatives and the student council." The house of representatives has 60 members, being made up of students elected on the basis of one representative for every 30 students. The elections take place in each third period class. Elected representatives then have their schedules changed so that they can all meet during the second period for leadership training and to carry out their duties "as a legislative group, the real grass roots of the school."

The student council, the executive branch, has 20 members, made up of student body officers, class officers, league officers, athletic association officers, the honor group, scholarship society, editor of the school paper, and other student leaders. It is not directly elected by the whole school.

There is also an advisory board of ten members; two from the council and eight elected from the school at large. The advisory board has quasi-judicial functions, in that it is concerned with general conduct and can counsel student offenders, but without imposing penalties. This is done very informally, sometimes by a single member, or with the girls meeting separately to help a girl student.

The council and the house of representatives both meet daily as a regular class, for which they receive academic credit.

Nomination is by petition. Candidates must have at least a B-minus grade average and be approved by three teachers as good citizens. Students register to vote. There are active election campaigns, with speeches by candidates at a general assembly. Voting is done by "precincts," using ballots marked with rubber stamps. There are both primary and run-off elections. About 82% of the students voted in the last election. "Since registration is voluntary, this means that almost every registered voter cast a ballot."

The most distinctive feature of this large and active student government is that it holds its elections twice a year, in January and May. The reason for this policy, according to the sponsor, is to extend more leadership training more quickly to more students. There are no long-time office holders.

"You can do just so much teaching and the student leader can do just so much developing. Then he goes on his way, and someone new is elected. Our daily classes in leadership prepare as many good citizens as possible."

6. Junior-Senior High School. West. A rural school serving a school district of 52 square miles, predominantly agricultural. Enrollment 800. Grades seven through 12. About 98% of the students come and go by school bus, many traveling 15 to 18 miles each way. "Mostly middle class social and economic backgrounds." The only minority individuals are two Eskimos.

The school grounds cover 60 acres, 30 of which are farmed by the agricultural classes. Well-developed woodworking and metal-working shops, as well as a highly-rated academic program.

The student council of the senior high school has 24 members, six on the executive board, and 18 advisors (students), one elected by each "advisory room" (home room). The executive board, elected from the school at large, consists of the four usual officers, plus a "commissioner" and a Red Cross representative. The commissioner (comparable to a general manager) has varied executive duties, including being in charge of the condition of the campus.

Unusual care is taken in selecting candidates for the executive board. First, each of the 16 home room reps suggests at least one name These are "screened by the student council, down to two people for each office." This slate is then presented to the entire student body for approval. If dissatisfied, the student body may circulate petitions advancing other candidates "but we very seldom have that."

Election campaigns are active and extended, with many posters, speeches over the P. A. system, and campaign managers. Finally, every candidate delivers a speech before a general assembly, where a judging committee picks the best speech and has the speaker's name engraved on a trophy placed in the school's trophy case.

Voting is done on an official voting machine borrowed from the county, using adult registration procedures. "Everyone votes except those absent on election day. Some are fearful of the voting machine but since they start using it in the seventh grade, most are well-trained voters by the time they reach senior high. Classes are excused, one at a time, to go and vote. It takes all day."

The student council meets at least once a month, often twice, for the first hour in the morning. Agendas are thoroughly discussed in the home rooms for four days prior to a council meeting. "Everyone comes well prepared." Committees **pro tem** are appointed as needed to carry out specific projects.

The sponsor is also the principal, and has been advising the student council for nine years.

One interesting feature is that the council's treasurer is always a girl taking a commercial course. "Our council is a regular bank for all the clubs." She spends two hours daily in the office keeping the student council's extensive books, and signing checks. She is supervised for one hour by the commercial teacher, as a regular part of her curricular studies.

A distinctive feature is the extent to which the one elected commissioner (in a sense the president's adjutant) carries out duties often delegated to many committees.

7. Junior-Senior High School. North. Enrollment 1700. Grades seven through 12. Located in a city of 19,000. Senior high school students are brought in by bus from a wide area of 25,000 population, some coming from isolated mining camps.

The school is in a mining region settled mostly since 1900 by immigrant laborers arriving from eastern, southern, and northern Europe. Most students are third and fourth generation descendants of the miners. Parents of many students have entered upon other occupations and prospered, while retaining linguistic, religious, and cultural ties with the past. Since 1945, a considerable number of war-displaced children have arrived from Europe to be reared by kinfolk.

As a result of this background, the school boasts of its "students of 27 separate and distinct nationalities," coming from homes that differ widely in many respects, to work and play harmoniously together in what many visitors have described as a model high school. Up to 4,000 tourists a year "from 39 states and 13 foreign countries" come to see the school's impressive facilities, which are a source of great pride to the students, faculty, and the community as a whole.

The audio-visual program of this school was one of the best seen in the survey, both in terms of equipment and organization.

Along with its academic achievements, the school is famous for one of the oldest and most outstanding student councils in the United States. Copies of the constitution have been requested by hundreds of other high schools for use as a model. Scores of other schools have sent delegations to this distant town to learn council work there. The school has sent teams of student councilors to schools in several states to teach other students how to start councils; "letters of inquiry pour in."

Despite the diversity, language cliques do not form, mutual respect between the different nationalities and races are exemplary, and no case of friction or discrimination based on ethnic grounds has come up in many years. The school administration feels that the student council has played a large part in creating these highly democratic, American relationships.

The student council was first proposed by a principal in the 1920's. For three years the faculty voted it down on the grounds that it would undermine their authority. When faculty consent was at last won, the school received one of the first charters ever issued by the National Association of Secondary School Principals. Its council has operated continuously ever since. Each year a general assembly introduces the student council to the new students and orients them to all phases of the council's work, notably the foreign exchange student project.

Structure: The student council has 35 to 40 members, with many more students involved in committee work. Each home-room elects two boys and two girls. The sophomore, junior and senior classes as a whole (who elect their own officers) each send one representative, as does every club. At present there are about 15 boys and 20 girls on the council "because girls are more active in club work, and our many clubs send them as reps."

Elections: A nomination committee of student councilors selects a slate of four candidates for president, four for vice-president. In addition, any student may file independently as a candidate. Primary elections, held in all classrooms by secret ballot, narrow the field to two for each office. Then the election campaign opens and lasts a week, with posters, rallies, and speeches, but no general assembly. Ingenious novelties have included homemade neon signs and home-printed campaign cards.

The final election features voluntary rather than compulsory voting. A special room has voting booths for student use at any time on election day. Adult registration procedures are followed. Officers have been elected with as little as one-third of the student body voting in the final elections. "We don't want people to vote unless they are intensely interested." Average turnout is about half; in 1959, 55%. "They do as well as the adults in a national election, maybe better."

Council Procedures: The number of classroom periods allotted to student council meetings in this school is among the highest in the nation. The executive committee meets on Monday to draw up the agenda for the full council meeting on Tuesday, which in turn delegates and directs the work of the committees that meet on Wednesday, Thursday, and Friday. All meetings last one hour. "Some schools try to 'work in' a council hour, but we have always scheduled council as part of the regular school day, because it is that important," says the sponsor.

Minutes of council meetings are read aloud to the entire student body every week.

Committees: Highly developed by many years of practical experience, the 12 to 15 standing committees of the student council do most of the executive work. Names of committees mentioned in the interview are: Hospitality, Lockers, Orientation, Poster Rules, Coat-Checking, Eligibility, Standards, Noon Hour Activities, Convention, Talent Show, Service Projects, Foreign Exchange Students, Constitutional Revision, Club Charters, Historical Archives, Safety, and Evaluation. The last-named committee holds an evaluation session at the end of each year to review the council's work.

A suggestion box in the main hallway brings in many useful ideas that are acted upon by the council or the school administration, "along with a lot of goofy stuff."

Distinctive Features: The sponsor termed "unique" the following procedure, which he described in these words: "When a youngster has been elected to the council in the spring, he then signs up for student council just as for a class. He does this during the annual spring conference with his faculty advisor when his schedule for the coming year is worked out. Whatever period he has free on his schedule—we try to make it the fourth period—becomes his council period, during which he serves every day either as a councilor or as a committeeman."

A second unusual feature of this student council is its close and continuous relationship with a committee of 14 local citizens, mostly professional men, formed years ago when the school was new. The council talks over its plans with the citizens' committee at least three times a year. The committee assists in finding foster homes for foreign students and has final approval of local students applying to be sent abroad through the American Field Service.

8. High School. North. Medium size city. Enrollment 1600. Parochial school. Grades nine through 12. Has had council for five years. Students "of every possible nationality group, including a few Negroes, drawn from every part of society throughout the entire county." Girls and boys taught in separate classes by separate teaching staffs and have separate home rooms, but share all extracurricular activities, social events, and student council.

Each of the 40 home rooms elects one council representative and an alternate. Candidates must present petitions bearing at least 25 signatures. Voting is done by ballot in the home room.

Senior and junior classes each elect the four usual officers. These eight class officers are called "Advisory Board Members," lead the council, meet weekly for two hours. The full council meets twice a month for 30 minutes after school. (Some councilors have to catch buses.) Girls and boys evenly divided on board and full council.

Election campaign lasts three days. Many posters, speeches in home rooms, culminating in a general assembly. Every student votes after being told that a blank ballot is better than a thoughtless vote. Some blank ballots or incomplete ballots are turned in.

At the end of each semester one councilor is awarded an Outstanding Member plaque. (Officers are not eligible, only home room representatives). Awards are made on a point system, one point for every hour of actual project work, not attendance at meetings.

Most unusual feature, related by sponsor: "We had so many students asking if they could work with the council that a year or so ago we dreamt up a new category called an honorary member, where a student works at least 20 hours on at least four projects and then he becomes an honorary member. He has no vote but attends meetings and the annual council picnic. This was all the students' own idea. We have more than enough students trying to qualify as honorary members, and this gives us a large group of devoted helpers."

9. High School. East. Private college preparatory school for boys. Enrollment about 800. Grades nine through 12. Social and economic backgrounds high. About 30% have scholarships. A few foreign students. The school is situated in a small town.

This school has had a student congress in its present form since 1951. Present congress has about 50 members. Each dormitory elects one representative for every 20 boys. In addition, the following boys automatically become congress members: heads of certain clubs, head of athletic association, editors of school publications, and all four officers of all four classes. There are also candidates-at-large for part of the seats on the all-important Advisory Committee, which guides the congress. The balance of the ten-boy Advisory Committee consists of the class presidents, and others elected by the whole congress from among their number.

The congress elects its own officers, at a private meeting. Voting is by show of hands. The student receiving the largest number of votes becomes president, the next highest becomes vice-president, the third highest becomes secretary-treasurer.

The student congress meets once a week for 45 minutes. The advisory committee meets with the dean or headmaster every Tuesday evening. The school has no designated council sponsor.

The student editor of the school's newspaper provides insight into the student government realities in this particular case. He says:

> "Our advisory committee of ten elected students guides the student congress and does the important work with the faculty. The committee used to meet with the headmaster, but for the past three years he has spent most of his time away from school raising money, so now we meet with the dean. These meetings keep this school running smoothly and keep up the morale. Any case of discipline is talked over frankly. If we want to, we can know as much about a dismissal or other case as the faculty does. We are under obligation to keep it to ourselves. But at least ten students have the facts. When we go out on the campus and hear a rumor about what the guilty person is supposed to have done, we can set the students straight. The significant changes here are not brought about by petitions, votes, and re-votes with the faculty but by these small private meetings of ten students with the dean."

10. High School. North. Suburban. Enrollment 3740. Grades nine through 12. Socio-economic backgrounds of students far above the average. Many from wealthy homes. Only a small sprinkling of minority individuals, all enjoying "excellent integration." Strong community support. Active parents' organization. Physical plant good. Academic standing high. School has had student council for 20 or 30 years. Tribute was paid to early principals and early sponsors for this outstanding achievement. Council pioneered introduction of honor system.

The student council has 79 members. Each class elects eight boys and eight girls. These 64 then elect the usual four officers, who must be members of the junior class. The student president then appoints 13 "department heads," comparable to Federal cabinet members, subject to approval of the other student officers, in consultation with the out-going cabinet. Two faculty members (quite apart from the two sponsors) are voting members of the student council. They are appointed by the principal. The present chief sponsor has had five years' experience.

Candidates are nominated by petitions and conduct active campaigns, with campaign managers. A passing grade average is required of candidates.

Voting for representatives is done in the home rooms using a preferential ballot indicating first to fourth choices. This necessitates several re-counts but eliminates run-offs. "The eight highest are elected." From 75% to 88% of the student body votes.

The council meets three times a week for a 40-minute period during school hours. No credits are given for council service. "Several hundred" more students are active on council committees, in the "departments," or in carrying out council-sponsored projects.

Besides its honor system, another distinctive feature of this large and highly efficient council is in its points of similarity to the Federal Government. The elected 64 representatives are the "legislative body." The president has broad powers. His 13 appointed "cabinet members" are highly rated as the top executives, but have no vote in "congress." The presence of the two voting teachers "who represent the faculty's point of view" was also unique among the schools surveyed.

Another distinctive feature is that the council has broad governing powers, supervising the student lounge, the cafeteria, and the study hall.

In 1957 the school received an award from PARENTS MAGAZINE for outstanding student projects.

11. High School. South. Small city. Enrollment about 550. Grades nine through 12. Social and economic background of the student body, about average. No special or ethnic factors. School has had student council for 11 years. Sponsor has one year's experience. Each of the 21 home rooms elects one representative to the student council. The four usual officers are elected by the student body as a whole. In addition, one representative from every school club and other organization has a place on the student council; there are 11 of these. "This gives us 38, which is too large a council to work well. We are in the process of revising our constitution. We need the home room representatives but we don't need the representatives from every student organization."

Council is usually about half boys, half girls. Candidates for the four leading offices must present petitions bearing at least 50 signatures and must also be approved by the student council and its sponsors. "This is to prevent the election of an undesirable student who might be popular." Active election campaign lasts one week. Candidates or their campaign managers make speeches in general assembly. Many posters. Voting is done in the home rooms by mimeographed ballots. About 80% of the students vote.

"We have national sororities and fraternities in our school. We don't recognize any of their activities, but they do more or less stick together on some issues. I don't think they affect our elections too much." Council conducts a monitor system to keep order in the halls during classes. Council meets once a week for 35 minutes.

12. Junior High School. West. (At location of school 6). This student council provides a classic example of how the junior high school can prepare the younger children for active council work when they enter senior high school. The junior school's council is a copy of the senior school's council, structurally and procedurally, with all the same offices to be filled. The only differences are that the junior council's projects are limited to the capacities and interests of the younger children, and that the junior council does not handle its own finances.

13. Junior High School. West. Large city. Enrollment 2100. Grades seven, eight, nine. Sponsor has five years' experience. School working three shifts, triple sessions.

Council has 85 members, half boys, half girls, kept equal by special election rules, elected by direct representation from home rooms, but because of the school's size and the three shifts there are four lesser councils which the sponsor compared to the United States House of Representatives. These lesser councils are elected from each grade, with a separate council of class presidents.

Many candidates file for each office. Primary elections are held in the assembly immediately after a two-minute speech from each candidate, emphasized as "elimination by speech." The committee system is used to carry out a wide variety of projects that would do credit to any senior high school.

Distinctive feature: Winners of primary elections—up to eight for each office—are subjected to an oral examination in public before their assembled electorate. Said the sponsor:

> "Questions have to do with citizenship, leadership, characteristics of the office desired, knowledge of the constitution, knowledge of democracy, and understanding of American democracy. They are voted upon, then and there, according to their manner of answering the questions. We have found that this focuses the attention of the student body on the qualifications of each candidate. It really improves the quality of officers elected, compared to the old way."

14. High School. West. Medium size city. Enrollment 1535, about 30% Spanish-American. Council consists of 55 members: one from each Class Senate, one from each home room, five members-at-large "chosen by the council, screened by the committee." New students, not well known, who wish to run for office may apply by letter to the council, whose committee "will screen them and if approved put their names on the ticket for election or select them by vote themselves."

Council meets before school two mornings a week, from 7:30 to 8:30 a.m. Much of the work is done by committees, which meet at 8:00 a.m. once a week. No credit is given for council activity.

Students register and vote on official voting machines borrowed from the county in "a realistic learning experience that parallels each step in our adult elections."

The school is multi-racial and all groups get along well together, due in large part to the student council program, according to the sponsor.

15. High School. North. A new school in the suburbs of a large city. Enrollment 1500. Grades eight through 12. Present student council covers grades nine through 12.

"The student council was first organized in 1955. The highest grade in the school at that time was the tenth. In September, each home room elects a representative. Each January the president and vice-president are chosen by petition and election by the student body." (From the student handbook). This permits juniors to assume office at midterm and leaves seniors free from council duties during their final semester.

Student registration for voting is conducted through their curricular class in Problems of Democracy—an interesting example of how civics classes and student councils complement each other. Students vote in booths, following adult voting practices. A high percentage of students vote.

Although new and started with tenth graders, the council has done much to create spirit and identity for the new school. They selected the school's name (with the approval of the Board of Education). They designed its flag and a unique class ring. They drew up a school creed and a code of ethics, approved by 92% of the student body and presented at an impressive ceremony. They sent out a questionnaire to all students and faculty members to get opinions of student council work. This created high interest. They published an excellent student handbook.

The most distinctive feature of this vigorous young council is its interest in motion pictures. As there is no movie theater in their suburb, the council sponsors evening programs of entertainment films at the high school auditorium. Also, their students produced a praise-worthy motion picture about their student council.

16. High School. West. Small town. Enrollment 260. Parents employed in lumbering, the professions, or on government projects as scientists. "We have quite a spread of different social and economic classes in school, but no minority groups." Grades nine through 12. About 65% of the students come in by bus.

The sponsor, a highly experienced specialist in student council education for many years, has worked out a unique system that makes every child in the school a member of a committee. There are 16 home rooms and 16 standing committees, with members in every home room. When a committee meets, representatives from every home room are present. Every student council meeting is reported upon by councilors in every home room, and to every committee.

Student councilors are elected from and by the whole school after an election campaign featuring nominating speeches over the P. A. system. Students vote voluntarily at a headquarters in the cafetorium. "We emphasize that it is the American privilege to vote, and that every student should exercise that privilege." About 80% of the students respond to this approach. The councilors elected are about 60% girls and 40% boys. Their main duty is supervising the 16 committees. The sponsor stated:

> "We call it the 'triangular system.' Its three points are the home rooms, the committees, and the council, each pointed at the other two. Our big objective was to improve communications between the student body and the council, and we certainly have achieved that objective by bringing in every student in our small school."

APPENDIX B
ADDRESSES OF FILM SOURCES

1. Academic	Academic Film Company 516 Fifth Avenue New York 36, New York
2. Assn. Films	Association Films, Inc. 347 Madison Avenue New York 17, New York
3. Contemporary Films	Contemporary Films 267 West 25th Street New York 1, New York
4. Coronet	Coronet Films Sales Department Coronet Building Chicago 1, Illinois
5. EBF	Encyclopaedia Britannica Films, Inc. 1150 Wilmette Avenue Wilmette, Illinois
6. Educational Filmstrips	Educational Filmstrips 1409 19th Street Huntsville, Texas
7. U. of Indiana	Audio-Visual Center Indiana University Bloomington, Indiana
8. Inglewood	Inglewood High School 231 South Grevillea Avenue Inglewood, California
9. McGraw-Hill	McGraw-Hill Book Company Text-Film Department 330 W. 42nd Street New York 36, New York
10. Modern Talking	Modern Talking Picture Service 21 W. 60th Street New York 23, New York
11. NASC	National Association of Student Councils National Education Association 1201 Sixteenth Street, N.W. Washington 6, D. C.
12. NEA	National Education Association Publication Sales 1201 Sixteenth Street, N.W. Washington 6, D. C.
13. NFB of Canada	The National Film Board of Canada 680 Fifth Avenue New York 19, New York
14. Henry Strauss	Henry Strauss and Company 668 Fifth Avenue New York 19, New York
15. United World	United World Films, Inc. 1445 Park Avenue New York 29, New York
16. Whitehall-Yearling	Whitehall-Yearling High School Columbus, Ohio

APPENDIX C
SIGNIFICANT PROJECTS REPORTED BY EIGHTEEN STUDENT COUNCILS

Introduction

The effectiveness of a student council as a training school for good citizenship can be measured by the quantity and values of projects it carries through to successful completion with a minimum of adult management.

It is difficult to visualize any useful film for student council education that does not depict, describe, or depend upon one or more concrete projects that the council is concerned with accomplishing.

Even in the proposed films on communications techniques—such as evaluation, group dynamics, committee work, the participants talk about a series of specific projects. Several of the other new films suggested would necessitate showing ten or more authentic projects.

Some of the criticism of existing films has centered on poor choice of projects for dramatization.

The following projects were cited as the most important student council undertakings by students and sponsors interviewed. In each school there was little disagreement. Often the choices were unanimous.

Some of the projects may seem trivial, yet they were uppermost in the minds of students and teachers when interviewed, and therefore were reported. Others were large, serious, or controversial. A dynamic diversity of interests was evident.

LEADERSHIP TRAINING

> "Our best project this year was our leadership training workshop, a direct outgrowth of our summer workshop. Students who attended serve as leaders of the intramural leadership workshop in December. Every home room is involved, every club president, every student council member. Leadership classes are held on a rotating basis, or staggered system—Monday, first period; Tuesday, second period; Wednesday, third period, and so on, so that no student misses the same class more than once. We work over the same subjects we studied in summer workshop: objectives, problems, projects, how to reach decisions, methods of evaluation, parliamentary procedure, the publications the students should be reading, leadership tactics, and how to become a real leader. We also bring in outside speakers: an expert in parliamentary procedure, a college counselor, and others.
>
> "Meanwhile, those taking the leadership course go back to their home rooms and give a talk about what they are learning to all the students, not just once, but after every class. In this way the best ideas get put across to the entire enrollment by the students themselves. Comments by home room teachers have been wonderful. They report excellent sessions. Please let me emphasize that our leadership training program benefits not only our student council, but also all school clubs, and many youth organizations outside the school to which our leading students belong."
>
> **—Sponsor, South.**

> "Our best project, the one we told about at the state convention, was our Leadership Week. Every night after school we studied a different aspect of leadership. All the clubs, all the school's leaders, were there. It ended with an evening assembly for the PTA. Then the next day we put the whole program on again for the freshman class. The clubs really competed. We don't call these activities extracurricular. We call them co-curricular because we feel that they do supplement our education."
>
> **—President of Student Council, North.**

> "Our student council conducts a leadership training workshop at night for all class officers and club officers. Teaching their schoolmates what they've learned about leadership helps our council members grasp it better themselves."
>
> **—Sponsor, West.**

Schools in four other states also reported more or less extensive intramural leadership training projects in which the student councilors taught large numbers of other students, including the officers of all student clubs, teams, and groups within the school.

VOCATIONAL GUIDANCE

Three student councils concerned themselves with presenting programs to the student body showing the opportunities and requirements in the various vocations. Schools in three states reported Career Days, devoted to making the students think about their plans for the future.

IMPROVEMENT OF ACADEMIC WORK

> "The most outstanding project in my mind is this academic field day. Our student council had been pretty much a service organization in terms of work on student discipline and work on student attitudes. We had spent considerable time on drives and campaigns, which nearly all student councils in the city and nation do. But we were struck with the problem

that many athletes were being awarded certificates, medals and ribbons, but never was anything done for the student who was studying his Latin as he should, or the person who was working hard in speech class, or in any other academic area. Then we had preliminary contests in which every student was eligible to compete. The outstanding scholars in the preliminaries went through a semi-final series, and then a final series was done orally in front of the student body."

—Sponsor, Junior High School, West.

IMPROVEMENT OF CONDUCT

"We have four or five very big events every year, but the most beneficial project, the one that impressed us most—and also impressed the faculty and student body—was our Code of Conduct, presented at a successful assembly and then carried through in detail. In 1958 a girl council member impulsively wrote to President Eisenhower, enclosing the council's draft of the Code. A White House assistant wrote a reply that impressed the students deeply and enclosed a copy of the President's own code for youth. It checked with ours, only ours was shorter. Our code consists of five key words, each followed by a brief definition: Courage, Competence, Culture, Courtesy, and Character.

"Pocket-size Code Cards are distributed free to all students. Two enlarged Code Cards (posters) hang in every classroom, front and rear. The project was very well received with a high degree of respose from the student body. The key to its success was the inspiring quality of the assembly at which the Code was presented by student leaders and by a young alumnus, now head of student government at Dartmouth. Our Code project has become a force for good in our school."

—Composite of seven student interviews, West.

Schools in four other states reported comparable council projects for promulgating a Code of Ethics. Student handbooks from many other schools contain codes.

The honor system was singled out by a sponsor as "a strong force for good, a great help to teachers, and a key project of our council for some years. Many student citizens, outside of council, work hard to make it a success."

Four states reported projects involving Good Citizenship Awards or trophies for the hardest-working students on the council. A southern high school regularly named students to be honored as "Citizens of the Month" and presented awards to the most outstanding at the end of the school year.

The question of students' attire and grooming was brought up in about half the schools. However, climatic differences and variation in local customs were so great that experience-sharing on this point has little practical value. In one school Bermuda shorts were an issue; in another, blue jeans. Although student councilors reported several ingenious projects for encouraging neatness, nowhere was dress regarded as a problem in conduct in any way comparable in importance to other problems reported on.

In five schools the student council played an active part in encouraging good behavior and orderly deportment in the halls, the cafeteria, the student lounge, the parking lot, and at assemblies. In other schools, the policy was to disassociate the student council from any function resembling a monitor system.

STUDENT-FACULTY RELATIONS

"One project I would like to see developed more fully is our annual Teacher Appreciation Day, reviewing all that our teachers have done for us, and showing our appreciation. We have had only two of these, but they really helped the students' attitudes toward the teachers, and vice versa—especially vice versa."

—Student Councilor, South.

"The biggest and best thing that our student congress had done this term is to start holding a regular series of student-faculty dinners. These have proved very popular. They have erased the stimga formerly attached to any student who was friendly with a faculty member. Before this, students have never been able to get to know their teachers without being branded as boys who are bucking for brownie points. This was an unhealthy thing. Now it is cured. The friendly dinners have worked out very well. I am getting some really very nice letters of appreciation from our faculty, and none of the students had any gripes at all, which is very strange indeed."

—President of Student Congress, East.

"The most remarkable new project that our student council has originated recently is aimed at improving the relationship between the students and our substitute teachers. It's always been open season on substitutes, until our council set up their Committee on Substitute Teachers. They are trying to figure out whether the substitute teacher is really mistreated; and if so, why? Do students feel that substitutes are unprepared, or what? The council committee has come up with sound ideas. For example [since the regular teacher often repeats all that the substitute taught], the students suggest that the department have a set of 'stand-by' lessons, such as reviews in fundamentals or special tests, that could be given with benefit when a substitute has to be called. Think what this system would mean in those cases when we can't get a substitute qualified in the particular subject in which the vacancy has occurred, and someone who doesn't know the field has to sit in." Q: "Could you be more specific about what this project has accomplished?" A: "Gladly. The council held a spirited meeting. Instead of accusing someone else, the student leaders admitted that they were in the wrong. Teachers who were at this meeting said they had never heard such a discussion. Teachers said it couldn't have been done in a faculty meeting. It really was amazing." Q: "But how does the committee get word back to the student body?" A: "Student council reps who had been at the remarkable meeting went back to their home rooms that had elected them, and gave full reports. It caused a change. The next day a substitute said to me, in surprise, 'Maybe this is Be Nice to Substitutes Week.' She appreciated it."

—**Sponsor, East.**

RELATIONS BETWEEN STUDENT GROUPS

"We are trying to produce an orientation film about our school to show to our new sophomores in an assembly. You see, the sophomores attend in the afternoons. They are out of touch with the seniors and juniors who attend in the mornings. The sophomores miss this relationship. They need examples to emulate. So we are filming significant events in the upper-classmen's school life. We haven't got very far, but we are trying, and it's a sound project."

—**Sponsor, West.**

"One of the biggest responsibilities of our student council is the handling of all the money for all student organizations. We have to approve the budgets of all the clubs and all the teams, make the necessary appropriations, and account for the funds. We have about eight teams and over 30 clubs to finance and audit. Our council is the central clearing-house for all these student groups."

—**Student Councilor, East.**

"The biggest thing that ever happened to us was being host to the state convention of student councils. Every student and every teacher was affected. School spirit improved. For the first time, the athletic club worked very well with the student council in helping to make the convention a success. This one big job has done more to bring all the students' groups together, particularly the athletic element, than any other project we ever tackled."

—**Co-sponsor, West.**

Several other schools reported more or less elaborate programs for welcoming and orienting the freshman class. Some schools put it on a person-to-person basis, assigning an upper-class boy or girl to each freshman as his or her personal guide.

SOCIAL LIFE AND SCHOOL SPIRIT

"One of our council committees is in charge of noon-hour activities. They book movies, have ping-pong and shuffleboard in the gym. They have good music piped into the cafeteria. Once or twice a week we have noon-hour dances, which are very popular. But not rock-n'-roll. I believe our principal decided that. Frankly, our students don't care as much for rock-n'-roll as everybody seems to think they do."

—**Student Councilor, North.**

Students and teachers in over half the schools surveyed made appreciative mention of the student council's sponsorship of dances, parties, sports rallies, picnics, and outings. But only one student councilor, out of 53 interviewed, called social affairs their major projects. One interview with a principal points up the citizenship values in these responsibilities:

> "The best example of council responsibility is its part in our school program. Different clubs and student groups put on many dances and parties and outings. Every event must be cleared well ahead of time with our council's social committee [which has a faculty advisor], to make sure that the party-giving group has arranged for chaperones, has a coherent program, music, a cleanup committee, and everything necessary for a well-conducted and enjoyable evening. Then the committee sees to it that only those people are admitted who have the privilege of coming to high school social affairs; and that everyone conducts himself or herself as he should. Now in some schools, the maintenance of order at social events is left to a faculty member, and sometimes that has to be. But here in our school we have a feeling that any time our students cannot maintain their own social program on their own responsibility, then it's time we didn't have a social program."

School spirit is an important concern of every good student council, according to about half of the students interviewed. Pep Weeks, Pigtail Days, Twerp Days and innumerable special days and rallies to heighten school spirit are conducted by nearly all student councils.

IMPROVEMENT OF MATERIAL CONDITIONS

Four schools mentioned student council assistance in keeping the lunchroom neat and the school grounds clean. One council is beautifying the campus of its school. One school photographed its own short motion picture comedy about keeping the campus clean.

Three schools mentioned student council interest in solving parking problems and controlling the school parking lot, but only one was specific enough to quote:

> "We have 500 parking spaces available, and over 1,000 applications. A student council committee assigns the numbered spaces. It takes them about two weeks of poring over applications. Students who drive the longest distances are given the spaces closest to school. Everything has to be considered."

—**President of Student Council, North.**

There were several critical references to using student councilors to do janitors' work. One student attending a state leadership workshop publicly stated that his council's greatest project of the year was scraping gum off the seats in the auditorium. The teacher conducting the discussion replied, "That's not your job. Your job is to be leaders in citizenship education."

DISCIPLINE AND ADMINISTRATIVE ASSISTANCE

"Our advisory board of ten students is carrying on a continuous project to improve conduct and instill respect for law. If any student body officer sees a student doing anything wrong on the school grounds or in the building, the offender's name is turned in to the advisory board and he is called up. It's not really a court and often only one or two members meet with particular students with whom they are friends; or only the girls sit, if it's a girl offender. The board can't really do anything except give advice and warnings."

—Student Councilor, West.

"One project of our school service committee is to get every student to open his or her locker in the presence of a committee member and inspect it for borrowed books our school library has given up as lost. Many overlooked books are recovered and a great deal of money is saved."

—Sponsor, South.

"Our student council has several hundred students involved in supervisory responsibilities. About 220 in study halls, about 60 in the lounge, at least 50 in the lunch hall, perhaps 80 in the library. A great many more work on behalf of the honor system for which our school is noted. Some council members serve on these committees, but most of the members are simply student citizens, outside of council, yet led by council, very often without their realizing that they are participating in a council activity. We have no student court, but inherent in some of these departments is the right for students to enter into the disciplinary picture to some extent, not by drastic action, but more by removing a student from one framework and shifting him into another where he will be a little more closely regulated."

—Sponsor, North.

"I know it is old-fashioned to have student councils enforcing discipline, but I must say our monitor system is a very successful council project. Every large school needs to control what goes on in its halls while classes are in session. Also, many of our children bring their lunches, and a regular classroom is set aside for their use. We have monitors posted there to see that the classroom is cleaned after lunch."

—Sponsor, South.

A school in the west tackled the problem of banning student driving. The story of the project is told in the following quotes, the first from the principal-sponsor:

"A year ago we decided to do away with all student driving, especially what we called pleasure driving. Long and serious study preceded this difficult decision. We had found that students who used cars for pleasure after school had less interest in keeping their grades up and in worthwhile activities, including athletics. Cars were involved in virtually every truancy call. When a boy has a car parked outside the school for his personal use, he's thinking of how soon 3:30 will roll around and he can get behind the wheel of that automobile.

"Early last August I presented the proposal to the school board. They were afraid of it and were reluctant to come to any particular decision. But there happened to be a newspaper reporter there that night, and he wrote it up in the local newspaper. The parents read the article, appeared in numbers before the board at its final meeting that same month, and made so many favorable comments on the automobile ban that the board didn't spend too much time passing the motion.

"But—note this—before I did any of the above, I had first of all presented the idea to our student council, and some of the other student organizations, back in June. Our student leaders, all of them, agreed that the situation required a ban, and they backed my proposal. So I was assured of their support in advance. And when the school board's decision had to be implemented the following September, our student council did a terrific job of backing the administration—but no more terrific than the parental support we received!

"We used to have between 50 and 75 cars in our parking lot. Look out there now. Two. And both students have been granted special permission to have cars at school for this one day only, because their parents phoned my office and explained that one boy had a dentist appointment and the other had to pick up a load of farm supplies after school. We have had very few truancy cases this year; without cars pupils have no means of getting away. Actually I can't see why any school should have to put up with a driving problem. We tried all sorts of regulations, but they were unenforceable. So we banned driving altogether, with the surprisingly strong support of the parents. We feel very happy about what this one change has meant to many families."

Q: "But doesn't the ban on driving cause severe inconveniences to some students?" A: "No inconvenience half as bad as the inconvenience of flunking out of high school or of getting into serious trouble. We have 16 excellent school buses that come reasonably close to every student's home. Our 'activity buses' for the athletes, musicians, and other extra-curricular groups leave as late as 5:45 in the evening. A few boys might have to walk a mile from the bus stop to their homes, but that won't hurt them. They can always boast to their grandchildren about the rigors of their youth, back in the '60's. And let me put this last fact on the record: Our boys and girls in this school are as fine a lot of wholesome American youngsters as you can find anywhere in the United States, and much better behaved than many you read about. It's boy plus car that isn't so fine, and everybody knows it, and we happen to be one of the schools that did something about it."

A girl student leader continues the discussion:

"Last year we could see that half the students who got D grades were among the ten per cent who drove to school and were allowed to use their cars freely after school. Yes, these were boys; but boys with cars don't go joy-riding alone. Girls were also missing after-school activities and neglecting their school work. And some of us hoped the car ban would cut down on the smoking. Only juniors and seniors were supposed to be allowed on the parking lot at 1:10 p.m., but it was getting so boys and girls would take their lunches out to the cars, and litter the lot with papers. And in the morning before school there'd be couples sitting out in the cars necking. I don't think that looks very nice to the people who come to visit our school, and it certainly doesn't set a good example for the younger students in our junior high school here.

"The car ban eliminates the love-birds on the school grounds, and not driving after school improves the—I don't know what you'd call it, but I suppose morality is as good a word as any. There had been several instances—well, we didn't want to turn this school into a maternity ward, but that's the way they were starting to be. The car ban has stopped that, and the parents appreciate it. Parents didn't have much knowledge of what the kids were doing, those with cars, or in cars. Don't forget that for each driver there were usually several passengers, sometimes three couples. So the thing was bigger than just the rights of the drivers alone.

"Yes, I used to drive my own car to school, but I don't regret giving it up. Riding the bus is actually better, and it's free. I used to have flat tires or goof up and run out of gas. Often I'd be late to school and cause trouble for the faculty. And so did many others. The car ban stops the expense and hazards of trying to reach school on time in the kinds of cars some of us had to drive. Mine was a $45 junk heap. The buses always get through. So I'd say the car ban has cut down on tardiness and skipping school. And with the parking lot empty, the lunch hour situation is cleaned up and the smoking rules can be enforced. The car ban is also supposed to improve the grades of the former drivers, but I couldn't really say if it's made much difference in that respect, yet."

The Student Council President adds:

"Student driving was our one real rough project this year. It started with a bulletin sent to our principal, and I guess every other principal, by our State Department of Education. The bulletin didn't say you **had** to discontinue student driving. It just suggested it would be better to discontinue it. Our principal gave the bulletins to D——, who was student president then. I've become president since. They talked it over. Then last fall the ban went into effect. In my speech class, the ban was one of our debate topics. I did some research and found that in some schools where driving was permitted, no driver had a straight A average, and that 97% of the F students had cars. Our student council did a lot of work this year putting points like that across to the student body. The students took it very well, and I think our council handled it real well. Of course you realize that all students are permitted to bring their cars to school on Fridays. By keeping that one concession, we avoided some of the anger or disgust about the ban on the other four days.

"Yes, the ban is effective because the parents cooperate 100%. And the ban is doing good. Students who used to drive don't just sit in class watching the clock and waiting for the bell so they can take off. As for grades, in a couple of years you'll be able to see the effects very well. You can't expect a driving ban to change every failing student overnight, but it's the right way to start changing them. If you really want to know what I think, I think this state is trying to curb student abuse of the automobile because the nation is changing. I saw it starting two years ago, a big shift of interest, making scholastic work suddenly very important. Before that, when I was a sophomore, the student who got excellent grades was looked on as an egg-head, and made to feel out of place among the other students. Then came the change in the nation, and student driving had to go because it lowered scholastic standings of some students."

PUBLICATIONS PROJECTS

"Almost our most important continuing project is our council's weekly newsletter for all students. This is no ordinary newsletter, but a link between council and student body. Every week it puts specific questions up to the student body and these are discussed in every home room, lead by the council rep, who reports back to council on student opinion on each weekly question. The newsletter also reminds students of all social and athletic events, and reports on everything the council has been doing for them. The newsletter is a good project for several reasons: it draws all students into council work, it gathers student opinions on weekly topics, it gives the council the publicity all leadership must get to be appreciated, and it's fine training for the councilors who publish it."

—Joint quotation from Sponsor and Student Council President, North.

"Our school handbook is considered one of the finest in the country. It is of great value to the entire student body. Writing and publishing it is a joint project of the administration, the parents, the citizens committee, and mainly the student council, who coordinate and approve everything. Many adults in this town read every word in our little book about our high school because it is packed with facts on every aspect of our operations. Other schools write to us for copies, too."

—Principal, North.

"Our student council sends weekly articles to our local newspapers. All students are encouraged to contribute news items, but the chairman of the publicity committee, under the student council, coordinates the items and is the one responsible for seeing that our school activities are reported to the general public."

—Sponsor, South.

"This year our council sold 500 copies of its annual school directory at 50 cents a copy and could have sold hundreds more if they'd placed a larger print order. I let them do every bit of the work themselves every year. There's nothing in it but the full name, address, and telephone number of every boy and girl in this high school. But for some reason it sells like hot-cakes."

—Sponsor, West.

FUND RAISING PROJECTS

Purchase of School Equipment

Only two schools report raising funds for this purpose. One was a Negro school in the South, where students bought the furniture for the student lounge and bought linens for the cots in the medical office.

Two other schools mentioned trying to raise money to have their parking lots paved, but had not succeeded in doing so.

Welfare and Charity

Ten schools reported taking up collections for welfare and charity, both local and national.

> "Welfare certainly is an important function of adult government, so it's only natural that many student councils have thought up welfare-type projects. Our kids assemble and distribute about 50 'cheer baskets' to needy families designated by the City Welfare Department. At our Christmas party, instead of having a fancy tree loaded with presents for themselves, we put a bare tree in the middle of the gymnasium. Students brought gifts, decorated the tree, and carried the whole thing in a truck to the Q—— orphanage."

—Sponsor, South.

All students in one school mentioned the following project:

> "Last year we adopted two orphans. One was a Korean child and the other was an Indian boy on a reservation here in the states. I think that is about the most worthwhile project that the student organization has undertaken. It furthers the education of the children and gives them an opportunity which they might not have had before."

—Student Councilor, East.

"Our student government conducts a wide variety of charity drives for the Red Cross, the March of Dimes, the Orthopedic Hospital, and many others. We rent feature films and sell tickets to raise the money. We adopted a Korean orphan several years ago and have kept in close touch with him, writing and receiving letters. At Christmas we put on a drive to buy things for him. Then later in the year we put on a big drive to have everyone bring clothes and canned food for the Navajo Indians in Arizona. A man comes and shows films of the Navajos, loads his car and takes our gifts to the Indians, which makes it all very real to us."

—Student Councilor, West.

Exchange of Foreign Students

Five schools mentioned student exchanges through the American Field Service. Funds might be raised inside the school, outside the school, or both ways. The most illustrative case, cited by every interviewee in the given school as their favorite project, is quoted below in the sponsor's words:

> "For the past five years the foreign exchange student program sponsored by the American Field Service has been our main project. This year we raised over $2,000 with no trouble at all. It costs us $650 per student. Our council raises funds in many ways. We cleared $500 on our annual Talent Show. We made $400 by selling movie tickets to elementary school children. We made $60 washing cars in freezing weather. Our girls made $30 in two hours from a bake sale that I didn't even know about. We made $300 selling student photos that a photographer came in and took for our yearbook. With so much hard work 'invested' in our foreign guests our whole school makes a conscientious effort to see that the foreign student gets the utmost out of his or her year with us. It certainly makes the exchange more meaningful to our youngsters than when foreign students are simply sent in all paid for by some outside agency, as often happens."

Domestic Scholarships

Only one of the 18 schools surveyed had a project of this kind, but it was a remarkable achievement. The sponsor said:

> "Our largest project has been to raise money for college scholarships for two of our graduates each year. The first year the council raised $6,000. Last year they raised $1,100. In the intervening years [number not stated] they have brought the sum available up to where they can almost form an annuity and pay their scholarships from interest on the invest-

ment. The students chosen can attend the college of their choice."

For Student Activities

"Our student council runs our student council store, where all students get discounts on all school supplies and also on many items that aren't specifically for school. The store makes money and is one of our major projects. The profits go into the general fund that finances all student activities."

—**Student Councilor, East.**

"Tickets covering all activities are bought at one time by all students, except a few who are financially needy and for whom the price is remitted. This year these tickets brought in about $20,000 to our student council. This large sum of money will be allocated by the student council finance committee to all of our many student activities, clubs, and publications, on the basis of their budget requests. The Board of Education has to approve the budget before any money is actually released, but as of now we have never had a budget rejected."

—**Sponsor, North.**

IMPROVEMENT OF RELATIONS WITH OTHER SCHOOLS

"Our football rival is N—— High School. Two years ago, before the game, they came over and painted our school red so of course we had to go over and paint their school green. It was quite a mess. Later our student council wrote their student council a diplomatic note offering to open negotiations to ease tensions. They accepted. We held a series of joint meetings. Last season we held a big pre-game dance for both schools. It was one of the best dances any of us ever attended, and there was no vandalism. But that doesn't mean we can become complacent. Next season we'll have to take preventive measures again. After all, our kids read about the stunts that college students pull, stealing valuable things from rival schools, and worse; and we'll always have a few kids who think they have to imitate Joe College."

—**Combined interviews of two Student Council Presidents (past and present), West.**

"We tried to get a foreign student but couldn't get our project approved. So we decided to do something for our 'domestic foreigners,' if I may coin a term to describe students like our own from a different city. We brought four students from W—— to spend a week with us. They went to class with us, lived in our students' homes, mingled, told us how life in their city is different. This week four of our student council leaders are over there returning the visit, living in students' homes, attending their regular classes, giving little talks about where they come from. We felt that if we could learn how to improve relationships within our state, later we might be ready to do something for real foreign students. This project is a guinea pig; we are going to write up our findings and present them to all the schools in our state."

—**Sponsor, South.**

"This may surprise you, but it went over big—our Student Exchange Program. No, I don't mean foreign exchange students—I mean good-will visits between rival schools in our own town who should feel closer to each other than they do. With us, our big rival in football and baseball is Y—— High School. Our rivalry is so intense that we have had unpleasant incidents. So we sent a well-selected student to them for a week as a guest, and invited them to send a student to us for a week, which they did. Friendly contact helped us both learn to keep our rivalry within reasonable bounds."

—**Student Councilor, South.**

"One of the long-range projects our student congress keeps working on year after year is that of trying to establish a more sensible relationship with Z——, the nearby private school for girls. It is run in an 1890 atmosphere. The girls are kept locked up. We're free here at X——, but we can't get to the girls because of the rules the Z—— faculty puts out. If they would loosen up and let a natural atmosphere exist between the two schools, they could put a stop to all these taboo, hidden, exciting, stupid things that are going on all the time—the things they think they are preventing by being absurdly strict."

—**Student Congress President, East.**

One school with an outstanding council has repeatedly sent teams of students to out-of-town schools at their request to show them how to organize new student councils. Conversely, numerous student delegations from distant states have visited the school to learn more about student council work. Furthermore, this school mails out many copies of its student handbook and student council constitution to serve as models for distant schools.

Three other schools had projects for students of other age levels:

"Our student council went to the state leadership conference for junior high schools and staged a demonstration of what a creative council meeting should be like. We showed them how they could use techniques like buzz groups and brain-storming, and all the other ways to get work done."

—**Student Council President, West.**

"Our council took movies of activities around our school, then went around to the junior highs and showed our movies to the ninth graders so they'd know a little about the school they will enter in the fall."

—**Student Councilor, West.**

"Our council invites foreign students from nearby colleges to spend a day at our high school. They speak in different classes about their countries, and then we give them a party. This is to promote better international relationships."

—Student Councilor, South.

CO-OPERATION WITH THE ADULT COMMUNITY

At a northern school the student council conferred regularly with a citizens' committee, spoke at civic club luncheons, raised large sums for a foreign student exchange program from the adult community.

Other interesting and varied examples of cooperation follow:

> "Our council has a service committee through which students volunteer to work as nursing aides in hospitals and also in homes."
>
> **—Student Councilor, East.**

> "We had a wonderful response to our campaign to get more people to register and vote. We called on students outside our council and gave them lists of names and telephone numbers to call."
>
> **—Student Councilor, South.**

> "Our council ran an assembly, sort of a practice meeting, before the Lions Club and the Kiwanis Club. We also gave a lecture on 'Is American Education Meeting the Responsibilities of the Space Age?' last year to the Civic Club. We reach a good number of men's organizations. We do an awful lot with the Parent-Teacher Association. We sponsor their drive in school and we push that tremendously at the beginning of each year. We are connected with the Civic Association in terms of a number of their projects in decorating windows at Thanksgiving time. We are involved with the Optimist Club in connection with their speech contest."
>
> **—Sponsor, Junior High School, West.**

> "Most high schools have a nearby hang-out where students gather to smoke, and ours is no exception. Our student council decided that the conditions there 'chopped' the school—their expression for lowering our school's reputation. Instead of declaring the place off limits and driving the small merchant out of business, they conferred with him and got him to put up signs reading, 'Minors, No Smoking, in Co-operation with the Student Council.' He was very skeptical and said he'd try it temporarily. He thought he was going to have riots or something. But all that happened was that the kids did not smoke when they were asked not to. A few loiterers smoke briefly outside, but the situation is more than 90% cleared up, thanks to our council's sensible handling of the project."
>
> **—Sponsor, West.**

> "Our council is trying to get the City Commission to close a bar that recently opened near our school."
>
> **—Sponsor, West.**

> "Our students work with the state police at road blocks set up on main highways to serve coffee and doughnuts to travelers on holiday week-ends. I mention this because our regional conference emphasized this type of project, and a number of other councils in this state are doing the same thing on all holiday week-ends. Local merchants furnish the coffee and doughnuts. The police stop the cars. The councilors serve them. The idea is hospitality plus a highway safety program. Leaflets are handed to motorists."
>
> **—Co-sponsor, West.**

> "Our big project was arranging for our student council elections to be conducted with real official voting machines, borrowed from the county. This took some doing, but it was worth it in preparing the entire student body for the real voting that they'll be doing in a few years. We had the students register before they could vote, and in every step patterned our voting procedures as closely as possible upon the real thing."
>
> **—Sponsor, West.**

> "Our student council invites outside speakers to our regular educational programs every Friday. We have had the mayor, a speaker on narcotics, and others. Our boys go out and speak to the men's service clubs' luncheons, telling about our school's achievements. In return, the service clubs have been glad to raise a lot of money for our school projects. Our sponsor belongs to a national service club for business and professional women, and every Thursday she takes some of our girl council members with her to the women's luncheon, and some of the girls have spoken there. These are only a few of the many ways our student council keeps the adult community in touch with our school. And of course when the taxpayers hear a teen-ager get up and give an intelligent talk on student government that any adult could be proud of, they feel they're getting something for their money. In fact, they're delighted."
>
> **—Combined interviews of two Student Leaders, West.**

APPENDIX D
LETTERS FROM LEADING EDUCATIONAL FILM PRODUCERS

McGRAW-HILL BOOK COMPANY, Inc.
Text Film Department
330 West Forty-Second Street
New York 36, New York

September 13, 1960

Mr. Frank R. Paine
Dept. of Educational Film Production
The University of Mississippi
University, Mississippi

Dear Mr. Paine:

None of our films or filmstrips are in the field of student council education. We have never had any demand for such material and have, therefore, concentrated our efforts in other educational fields. We are sorry we cannot be of help in your study of the use of visual aids in this specific field.

Sincerely,

Albert J. Rosenberg
General Manager

CORONET INSTRUCTIONAL FILMS
65 E. So. Water Street
Chicago 1, Illinois

August 23, 1960

Mr. Frank R. Paine
Department of Educational Film Production
The University of Mississippi
Extension Division
University, Mississippi

Dear Frank:

I don't know which Coronet films you have found mentioned most often in connection with the University of Mississippi survey of student councils. Our basic film in this area, of course, is STUDENT GOVERNMENT AT WORK, made with the collaboration of Dr. Harl R. Douglass of the University of Colorado. In addition, we have found that our films PARLIAMENTARY PROCEDURE and PARLIAMENTARY PROCEDURE IN ACTION are quite widely used. Our films DEVELOPING LEADERSHIP and DEVELOPING SELF-RELIANCE have been popular with student council groups, as have SCHOOL RULES: HOW THEY HELP US, SCHOOL SPIRIT AND SPORTSMANSHIP, and MAKING THE MOST OF SCHOOL.

In reply to your question as to how these subjects have sold, a check of our records indicates that as a group their sale is average or slightly above, compared with our catalog in general. With reference to your second question on current production in this field, we have recently released a film in a related area entitled CITIZENSHIP AND YOU. However, we have not recently made a film specifically for student government, and do not have one in work at present.

As you know, the area of guidance—educational and personal—has been one which Coronet has pioneered, and I think we have the largest group of films in this area that is being offered. In reply to your third question, we are attempting to keep our offerings up to date, and that means we will be making additional films in student government when our production program permits. However, we have not set definite dates for such productions.

I hope these statements answer your questions satisfactorily. If not, let us know. If you wish to reproduce this letter as part of your report, you have our permission to do so.

We are most interested in seeing your report when it is completed.

Cordially,

Hal Kopel, Program Director

Western Union Telegram

ENCYCLOPAEDIA BRITANNICA FILMS
Wilmette, Illinois

Frank Paine:

Reference your letter of August 18th and wire of October 13th answer to questions are, title of this subject better sellers. Nothing new in productions, no future plans at present because of heavy commitments science and other large curriculum areas.

John T. Bobbitt,
Director of Research

EDUCATIONAL FILMSTRIPS
1409 19th Street
Huntsville, Texas

August 22, 1960

Mr. Frank R. Paine
Dept. of Educational Film Production
University of Mississippi
University, Mississippi

Dear Mr. Paine:

We are delighted to learn of your study concerning the use of visual aids in the field of student council education. It is indeed a worthwhile project.

PARLIAMENTARY PROCEDURE IN ACTION has been our best seller to student councils throughout America. This set of three filmstrips in the 1958 color edition recently received the blue ribbon award at the 1960 American Film Festival in New York City. Total sales of these films, including the original black and white edition, exceed three thousand sets.

PARLIAMENTARY PROCEDURE (4th, 5th, 6th, 7th grades) has been well received. We have only sampled the mass elementary market with our direct mail advertising. We do not sell through dealers.

THE STUDENT COUNCIL IN ACTION is being used by more than one thousand student councils. We believe this set of three color filmstrips to be the finest for student council work ever produced.

THE CLUB OFFICERS IN ACTION is also in use by more than one thousand student councils. These films are ideal for club officer training. The duties of the president, the secretary, the treasurer, and the committee are illustrated.

We have other filmstrips, but these four sets are the only ones directly concerned with student council education. At the present time we do not have a project in progress for the student council.

We are definitely interested in producing more filmstrips in this area. All we need is a marketable idea. If student councils will let us know their needs, we'll go to work.

You have our permission to publish this letter.

Sincerely yours,

Kenneth L. Russell

INDIANA UNIVERSITY
Division of University Extension
Bloomington, Indiana

August 31, 1960

Mr. Frank R. Paine
The University of Mississippi
University, Mississippi

Dear Mr. Paine:

This letter details the general background of work of the Audio-Visual Center of Indiana University with the National Association of Student Councils in the production of the 16mm, sound, black and white film entitled CITIZENSHIP IN ACTION. A report is also given of the distribution and marketing program of this film to date and of the plans for future productions in the student council area.

Permission is hereby granted to reproduce any part or all of this letter in your report of the National Defense Education grant of research in the area of student council filmic materials.

General Background Relation to the Production of the Film

Early in 1955, the National Association of Student Councils requested the Audio-Visual Center of Indiana to consider cooperating with that organization in the production of a film or films dealing with student councils. After due consideration, the Audio-Visual Center agreed to collaborate with the National Association of Student Councils and recommended working relationships as follows:

1. The NASC furnish guidance in authenticating filmic ideas (script) and the final production;
2. The NASC assist in selecting shooting locations on a regional (and appropriate performance basis) and disposition of host school to cooperate;
3. The NASC provide technical advice during location filming;
4. The NASC provide insight into factors affecting the marketing of the completed film.

With agreement by the National Association of Student Councils to the above recommendations and from information gathered by means of a questionnaire submitted to high school faculty sponsors of student councils, three films were suggested as follows:

1. A film to orient the general high school student body (particularly freshmen), faculty, adult groups, and new student councils to the purposes, functions, and philosophical foundations of the student council movement and its relationship to the school and school community.
2. A film to show how leadership may be developed with emphasis on the meaning of responsibility and the skill of directing a meeting.
3. A film to show procedural methods of planning and carrying out student council projects more effectively. The method of evaluation of projects would be included.

Working closely with a committee of five persons selected by the National Association of Student Councils, members of the Audio-Visual Center's Motion Picture Department developed content for the film, centering this content around three major ideas: (1) showing how to develop citizenship activities and an understanding of the democratic process through participation in group processes to help solve problems of concern to students in the school community; (2) outlining the process by which individuals learn under the limitations of delegated authority; and (3) demonstrating how a representative group within the school community can direct action programs which are of concern to the majority.

CITIZENSHIP IN ACTION was designed for high school students and for use by teachers of home room groups and social studies classes and by sponsors of student councils. The film had three major purposes:

1. To show what a student council is and what it does;
2. To promote good will, attitudes of cooperation and understanding, and a desire for constructive participation in the work of the student council;

3. To promote more and better student councils and their ultimate goal of better citizenship in our democracy.

In cooperation with the five persons selected by the National Association of Student Councils to serve as the educational committee, treatments of content ideas, and a shooting script were written, and the production phases of filming, editing, sounding, etc. followed. Technical assistance and consulting services were given by the NASC and the educational committee.

CITIZENSHIP IN ACTION was completed and premiered in St. Louis, Missouri, during the 22nd Annual Conference of the National Association of Student Councils, June 21-26, 1958.

Distribution and Marketing Activities

Prior to the premier of CITIZENSHIP IN ACTION, a four-page brochure announcing the film's release was prepared jointly by the Motion Picture and the Marketing Departments of the Audio-Visual Center. A copy of this brochure is attached and designated ENCLOSURE #1. Copy was also prepared for inclusion in periodic announcements of new films added to Indiana University's library of rental films.

The National Association of Student Councils and the Marketing Department of Indiana University's Audio-Visual Center together planned a joint approach to informing student council sponsors and members of the release of the film. The National Association of Student Councils' activities included:

1. Inclusion of the above-mentioned brochure in the Association's fall promotion letter to all high schools in the United States;
2. A follow-up letter, two months later, to all NASC member schools describing the film and suggesting methods of obtaining the film;
3. Stories and publicity releases in NASC publications and in the publications of related NEA organizations;
4. Showing and discussing the film with local, state, regional, and national groups whenever the opportunity permitted.

The Marketing Department of Indiana University's Audio-Visual Center promoted the distribution of the film by:

1. Mailings of the above-mentioned brochure to groups other than those contacted by the National Association of Student Councils;
2. Supplying state and national organizations with quantity amounts of descriptive brochures for distribution at local, state, regional, and national educational meetings;
3. Carrying announcements of the film's release in educational journals and magazines;
4. Supplying preview prints for national organizations and individual student council sponsors for use with educational groups;
5. Surveying the reactions of student council personnel who previewed the film. The results of this survey indicated that a large percentage of student council use of the film would be by renting the film from film libraries rather than by individual school's purchasing their own prints.

Following the initial marketing and distribution activities which were directed to student councils, the Marketing Department of Indiana University's Audio-Visual Center prepared a second brochure which was directed to social studies teachers. A copy of this brochure is enclosed and designated ENCLOSURE #2.

During the two years since the film's release, the sale of prints has been reasonably satisfactory although not of an amount to warrant the production of such films with the idea of recovering in full production and marketing costs.

Plans for Future Production of Materials Dealing with Student Councils

While distribution and marketing activities described above were being carried on, research and planning was started on the second film dealing with the subject of leadership development. Members of the Audio-Visual Center's Production Department attended and took part in the 1958 Annual Leadership Conference, Camp Cheley, Colorado. In the winter of 1959, these Production Staff members prepared content ideas and treatments of the second film which was given a working title of LEADERSHIP.

An educational committee composed of four of the members of the committee for the CITIZENSHIP IN ACTION film plus a member of the National Council for the Social Studies served in the same capacity for the LEADERSHIP film as for the first film. Approval of content ideas and the selection of a treatment were accomplished in two meetings of the educational committee and production staff members. A script was prepared. Tests were made in various schools as a prerequisite to location filming. Filming activities have been postponed to permit a thorough testing of the marketing program directed both to student councils and social teachers.

Reasons for Postponement of Further Production of Materials Relating to Student Councils

Although a script has been prepared for the second film in the series, filming activities were postponed first to permit a thorough testing of the marketing program for the first film. This marketing program tested both the student council potential and the social studies teacher potential market.

While the Audio-Visual Center has appreciated the opportunity of cooperating with the National Association of Student Councils and would hope to produce the second film in the series with their cooperation, priorities of films in other subject-matter areas have not made it possible at the present time to include the second student council film in our current production activities.

Respectfully,
L. C. Larson, Director
Audio-Visual Center

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Department of Educational Film Production
UNIVERSITY EXTENSION
UNIVERSITY OF MISSISSIPPI